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ABSTRACT

The first of the five major sections of this handbook describes it as a whole and suggests an approach to its use. The second section serves as a guide to planning by drawing attention to the need for executive commitment to programs for part-time faculty members, the need for a key administrative coordinator, the value of support from deans and division heads, and the critical role played by the faculty planning committee; suggesting procedures for planning meetings; and emphasizing the use of needs assessment and evaluation within the planning framework. The third section offers a descriptive approach to needs assessment which clarifies terms, developmental procedures and alternative approaches to planning professional development activities. The fourth section reviews evaluation of programs and activities in terms of questions to be considered in an evaluation design such as why evaluate, what issues should be addressed (program outcomes, administration, processes and personnel, suggestions for future programs), what resources are available, how is information collected, how are findings analyzed, and how are findings reported. The final section contains a plan for supervision of part-time faculty members, and a number of programs, resources, and services useful to faculty professional development. A working paper, "Characteristics of Effective Instructors and Implications for Part-Time Faculty Members", and bibliography are appended.
(Author/TR)

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PROFESSIONAL DEVELOPMENT HANDBOOK

for

Community College Part-Time Faculty Members

prepared by
Office of Continuing Education and Public Service
and
Department of Vocational and Technical Education
College of Education
University of Illinois at Urbana-Champaign

in collaboration with
Illinois Central College
Lake Land College
Richland Community College

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JC 780 385

This handbook was developed as part of the project, In-Service Education Programs for Part-Time Community College Faculty, funded by the Illinois Office of Education, Department of Adult, Vocational and Technical Education.

PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College Part-Time Faculty Members

PREFACE

The Professional Development Handbook for Community College Part-Time Faculty Members has been prepared to assist in the systematic professionalization of those who teach part of the time at community colleges throughout the State of Illinois. Its purpose is to provide practical suggestions for those who plan community college professional development activities, and serve as a point of departure for further efforts in this important area.

This handbook is one of the results of a 1976-1977 project to stimulate professional development for community college part-time faculty members. Funded by a grant from the Department of Adult Vocational and Technical Education of the Illinois Office of Education, the project was carried out in cooperation with Illinois Central College, Lake Land College, and Richland Community College. Project coordination was the joint responsibility of the Department of Vocational and Technical Education, College of Education, and the Office of Continuing Education and Public Service of the University of Illinois at Urbana-Champaign.

Summary of Project Results

The findings of this project indicate that highly satisfactory results for both part-time faculty members and their employing community college may result if the following points are kept in mind:

1. institutional leaders (trustees, the president, the deans) must be committed to providing professional development opportunities and support services;

2. a single, visible individual with direct access to and support from the community college president should be delegated responsibility for coordinating the program;

3. support by department and division heads is critical to the successful completion of professional development activities;

4. a representative planning committee composed of part-time faculty members should identify specific needs, plan activities, and assist with evaluation procedures at the local community college;

5. part-time faculty members are highly motivated individuals who will support programs which clearly meet "real needs" they themselves identify;

6. part-time faculty members' participation in professional development activities may be limited by demands on their time, energy, and commitment; however, scheduling activities at times and places convenient to most part-time faculty members should increase the likelihood of their participation;

7. planning meetings are essential and should provide those who attend with evidence of accomplishment to increase their desire to attend additional meetings;

8. the sharing of resources and materials among community colleges in the State of Illinois will substantially cut the costs of effective professional development activities;

9. programs held by community colleges must be specific in terms of meeting the needs of local part-time faculty members;

10. low-cost, highly-effective programs will result from a systematic approach to professional development which includes the use of advisory committees, needs assessment, programs and services geared to the specific demands of the local community college, and ongoing evaluation to assure continuing professional growth.

Special Thanks

Special appreciation is extended to the following community colleges throughout the State of Illinois which expressed interest in and support for this project by sharing materials or ideas they use in professional development activities for part-time faculty members on their respective campuses:

Black Hawk College, Moline

Carl Sandburg College, Galesburg

College of DuPage, Glen Ellyn

Elgin Community College, Elgin

Highland Community College, Freeport
Joliet Junior College, Joliet
Lewis and Clark Community College, Godfrey
Lincoln Land Community College, Springfield
Moraine Valley Community College, Palos Hills
Oakton Community College, Morton Grove
Parkland College, Champaign
Rend Lake College, Ina
Rock Valley College, Rockford
Southeastern Illinois College, Harrisburg
Triton College, River Grove

Mrs. Marjorie Hurder, who typed the final pages used to produce this handbook, is gratefully acknowledged.

Phyllis B. Weichenthal
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June, 1977

PROFESSIONAL DEVELOPMENT HANDBOOK

For Community College Part-Time Faculty Members

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PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College Part-Time Faculty Members

INTRODUCTION

Unique to community colleges is the combination of historical mission and specific location designed to meet the educational needs of all citizens within the areas they serve. This combination has resulted in a willingness to develop courses and programs for individuals or for the community of immediate practical value.

Within the best of community colleges, response time to an identified educational need is drastically cut. Leaders of these institutions feel that a demand for knowledge may be met by quality education through their educational setting that no other postsecondary institution offers.

The employment of part-time faculty members has been one of the major factors that allows such reduced response time. Increasing numbers of part-time faculty members are employed in both credit and non-credit programs in all community colleges. The demand for educational activities is likely to increase during the next decade; the corresponding use of part-time faculty to help meet this need also is likely to increase.

Part-time faculty members contribute to the efficacy of a community college program in the following manner:

1. They bring specialized expertise to the college faculty that is necessary to teach specific subjects. Because they are practitioners in specialized fields, they may be as knowledgeable, indeed even more knowledgeable, about the

state of the art as those full-time faculty members employed by the same institution.

2. These highly specialized faculty members could not and would not want to be employed on a full-time basis. Many have other demanding occupations and commitments. They teach because they enjoy it and because of the challenge it presents.
3. Part-time faculty members tend to have a very deep concern for meeting the needs of their students and for improving their teaching techniques.
4. Part-time faculty members are usually paid on an hourly basis and thus provide an economical form of instruction compared to the cost of hiring a full-time teacher for an equivalent number of classroom contact hours.
5. Part-time faculty members often become excellent advocates for a community college and may have more credibility within the community than some of the full-time faculty members or adminstrators. Their roots within the local area, their full-time occupation representing different professional business and industrial perspectives, and their position in the local community college enables them to be forceful when speaking to faculty members about the community and when speaking to the community about the college.

Despite these easily acknowledged benefits, part-time faculty members traditionally have not received the professional development support which their importance to the community college might seem to dictate. Research

on professional development for part-time faculty members indicates that it is generally quite limited, often restricted to orientation meetings at the beginning of an academic year and not conceived as a total system within a community college that encourages continuing professional growth.

The literature describing staff development, in-service education, or specialized programs for part-time faculty members is sparce. Few have thoughtfully approached the question of how to make the part-time faculty members feel more closely in touch with the institutions they serve.

A more systematized approach to professional development is highly desirable and, indeed, almost a necessity because of the increasingly important role which the part-time faculty members play in community colleges. The need for such an approach was the primary motivation for the development of this handbook.

A second important motivation for this handbook is that in times of increasing financial constraints for postsecondary education, it is important to build programs that are both as effective and as inexpensive as possible. There is an unfortunate tendency in so much of elementary, secondary, and postsecondary education to believe that professional development has to occur "somewhere else" -- outside the sponsoring institution -- and has to involve consultants who may bring credibility derived from their association with an institution other than the one sponsoring the activity.

The project staff believes that the professional development activities described in this handbook can be conducted by personnel currently

within community colleges, at a low cost, and with substantial positive effects for the part-time faculty as well as for the community colleges of the state. More important than the cost is that programs which come from an institutional belief in and commitment to professional growth will take root within a local system and will outlast comparable efforts that are sustained solely by external funding.

The third motivation for this handbook was its potential to stimulate sharing among community colleges. In the process of developing this handbook, many community colleges in Illinois and elsewhere shared information about their professional development efforts for part-time faculty members. The cooperation was overwhelming, resulting in much of the material that is included in the handbook section on programs, resources, and services. Sharing will cut development costs. Included in this handbook are not only activities that many institutions have found beneficial but also names of individuals to be contacted for further information. Continued sharing of information regarding successes and failures in planning professional development activities for part-time faculty members can benefit community colleges throughout the State of Illinois.

HOW TO USE THE HANDBOOK

The Professional Development Handbook for Community College Part-Time Faculty Members is divided into five major sections, each with sequential pagination. A bibliography concludes the handbook. A loose-leaf format has been selected so that as new programs, needs assessment instruments, and evaluation designs are developed they may be inserted into the appropriate sections. This handbook should be kept current at each community college.

Because the material in this handbook was prepared through a grant from the Illinois Office of Education it can be used, duplicated, edited or revised locally in any way necessary to make it valuable to the community college planning professional development activities for part-time faculty members. The handbook should be accessible to those who are responsible for the professional development of community college faculty members. It should be placed in a central location at the community college so it can be available to anyone who wishes to consult it.

Main Handbook Sections

The first section describes the handbook as a whole and suggests an approach to its use. The second section serves as a guide to planning. It also states that program development activities must be viewed within the broader context of organization change. However, the approach taken

will vary from one community college setting to another. The second section identifies major barriers to part-time faculty members' participation in professional development activities. It suggests individual character traits that seem to help those who work successfully with professional development activities. It draws attention to the need for executive commitment to those activities, the need for a key administrative coordinator to lead them, the value of support from deans and division heads, and the critical role played by the part-time faculty planning committee. Further, the second section suggests procedures to assist with planning meetings, emphasizes the use of needs assessment and evaluation within the total planning framework, and stresses professional development as an ongoing process within the community college.

The third section of the handbook deals with needs assessment. This section discusses how needs assessments may be conducted on both a formal and informal basis to determine what programs or services part-time faculty members need and in what form these individuals would prefer to have the activities. This section is provided to help with administrative decision-making and educational planning related to professional development activities. Needs assessment is defined, alternative approaches are suggested, types of data that can be collected are mentioned, and procedures for reporting assessment findings are described.

The fourth section discusses evaluation of programs or activities that have been held for the professional development of part-time faculty

members. Evaluation is defined and descriptions are provided about types of questions to ask, alternative methods of collecting data, and procedures that may be used to report findings to audiences requesting the evaluation.

The final section of this handbook contains a number of programs, resources, and services which may be useful to the professional development of part-time faculty members. The individual program, resource or service has been described using a standard page format that indicates the type and length of the program, its general content, special concerns that may be involved in the planning process for that program, resource people who may provide further help with the specific topic, and suggested methods of evaluation.

An Approach To This Handbook

A suggested approach to using this handbook is to initially review the second section which places professional development activities within the larger framework of organization change. This section provides a general guide to planning successful professional development activities within the community college context. Next, review the sections on needs assessment and evaluation. These sections provide detailed information about components within the professional development process that tend to be neglected. Greater attention to needs assessment and to evaluation should help those responsible for the professional growth of part-

time faculty members develop increasingly effective activities. Then turn to the section on programs, resources, and services that indicates the kinds of activities others have provided for part-time faculty members in community colleges. The resource people listed know about or have been responsible for specific programs or services in professional development for part-time faculty members. They are willing to share their expertise with others in Illinois community colleges.

It should be evident that considerable planning is necessary for successful professional development activities. It should also be evident that the traditional fall orientation session is just the beginning of many useful activities for part-time faculty members at community colleges. Such a range of possible alternatives currently is available to encourage professional growth among part-time faculty members that several years of exciting activities could evolve from the suggestions contained within this handbook.

It is strongly recommended that those who wish to provide professional development activities for part-time faculty members seek out the expertise already existent within Illinois community colleges and use this handbook as a means of linking available resources with part-time faculty needs. Collaboration with many capable individuals from community colleges provided much of the initial information for this handbook. Continued cooperation among community colleges can cut professional development costs and at the same time provide greater benefits to individual part-time

faculty members, to students -- indeed to the whole community -- as effective professional development activities are undertaken at community colleges throughout Illinois.

DEVELOPING A HANDBOOK FOR PART-TIME FACULTY

How much time do you and your staff dedicate to answering the same questions over and over again? A handbook for part-time faculty is one way to insure that everyone has the basic information necessary to work effectively and feel a part of the institution. It can explain staff responsibilities and delineate reasonable expectations. Perhaps most important to the busy administrator, it can serve as a ready reference to answer frequently asked questions.

Your handbook for part-time faculty may be the community college's greatest single contact with some faculty members. What you say and how you say it will contribute a great deal to the part-timer's attitudes toward his/her position.

Formats and organization for part-time faculty handbooks vary considerably among institutions. Generally, administrative, academic, emergency, and staff development information are included. In addition there are general statements about the community college and special information as the individual situation requires. This section presents some general guidelines to consider when writing your part-time faculty handbook.

Components of a Handbook

The Introduction

When two strangers meet, their introductory conversation usually deals with the question, "Who are we in relation to each other?". Similarly, the community college and the new part-time faculty member must determine their relationship. The introduction to a handbook is the first glimpse new faculty may have of the community college. This first impression must provide an accurate and positive image of the community college and the faculty members in it.

Questions which might be addressed in the introduction include:

- *What are the philosophy and objectives of the institution related to the part-timer's role?*
- *What is the role of the community college in the community?*
- *What kinds of programs are offered?*
- *Toward whom are its programs directed?*
- *What is the relationship of the college curriculum to part-time faculty's full-time work?*
- *Who are the part-time faculty at the institution?*
- *What do other part-timers say about the institution and their roles?*
- *What are the economic, professional, and community service benefits for a faculty member?*

Being welcomed to a new job is pleasant. Being informed about the importance of one's role in the institution may even be inspirational.

Administrative Information

Administrative processes are the mechanisms which allow organizations to function efficiently. They are the means by which philosophy is implemented. As a part-time faculty member, one might ask the following questions about administrative procedures:

- *Who will serve as my major contact with the institution?*
- *Who is actually responsible for what?*
- *Who will provide me with current information?*
- *Who keeps track of what administrative information and why?*
- *When and to whom must certain materials be submitted?*
- *What are the conditions of employment?*
- *What are the pay periods and deductions?*
- *What do I do when I cannot make a class?*
- *What kinds of administrative support (e.g., secretarial assistance, office space, parking, and materials duplication) will I receive?*
- *Who will evaluate me? How? Why?*

Frequently used forms and complete instructions for their use should be included. Telephone lists, office addresses (especially those of chairpersons), supportive services catalogs, and maps are extremely helpful. A simple map can reduce frustration and wasted time spent looking for services and classrooms. Some handbooks have included extremely helpful calendars which indicate important dates, including pay days. Even a glossary of frequently used acronyms and abbreviations can help part-timers communicate with their full-time and administrative colleagues.

Academic Information

Part-time faculty enter the teaching situation with varying levels of direct experience. Likely questions may include:

- *At what level should I teach?*
- *Who, if anyone, will assist me with teaching techniques?*
- *May I consult with anyone about my teaching?*
- *How will I know how well I am performing as a teacher?*
- *How do I prepare a course syllabus and to whom must I submit it?*
- *What should I know about textbook selection and ordering, desk copies, library privileges, grading, and deadlines?*
- *What special resources (e.g., audio-visual equipment, learning resource centers) are available?*
- *What do equipment order forms look like, and when should equipment be ordered?*
- *Is there a speakers' bureau? How may I use its services?*
- *How does one arrange for guest lecturers and field trips?*
- *Is space available for student conferences? What are expectations about office hours?*
- *Can students receive tutorial assistance?*

The new teacher especially will be concerned with the issue of what to do in the first class meeting:

- *What techniques can I use to establish an effective climate in the class?*
- *What course information is best provided in the first session?*
- *Are there specific tasks to accomplish during the first class?*

Later in the semester, such concerns as these may surface:

- *Does the college have certain requirements about student evaluation?*
- *Must I give tests, or are there other options?*
- *What are the other courses in my department?*
- *How does my course fit into the overall curriculum?*

A brief message from the department chairperson can strengthen this section. A directory of departmental personnel might also help.

Emergency Procedures

Confusion and lack of information can be the worst enemies in an emergency. To prevent chaos, emergency information and procedures should be presented clearly, concisely, and directly. Part-time faculty should know the limits of their liability and what the administration expects of them in an emergency before an emergency occurs.

Questions about emergencies include:

- *Who can help? Where are they? What are they trained to do?*
- *Is assistance available when I teach?*
- *What are emergency telephone numbers, and where are the telephones?*

Examples of past emergencies can be helpful. Noting success stories can be important. Reality can relieve much of the anxiety related to one's worst fantasies.

Essential information about the campus physical arrangement can be communicated effectively through maps. Such a map should indicate emergency exits, phones, extinguishers, first-aid kits, plus security and maintenance offices or duty posts. Maps, however, are best utilized as learning aids or reminders.

Staff Development Materials

The handbook may be the best opportunity to describe the college's staff development programs. Information about teaching techniques and evaluation processes might be included. If your faculty evaluation procedure is part of a larger staff development effort, that message might be emphasized. The process can be described, and sample forms may be included. Full- and part-time faculty members, as well as administrative staff and students, might be encouraged to contribute articles and materials pertinent to the continued professional growth of the part-time faculty.

Format

Community colleges are dynamic institutions. Handbooks for part-time faculty should provide easy access to current and useful information. Some means of up-dating information must be provided.

The two basic forms presently used for handbooks in Illinois are:

1. *Permanently-bound handbook.* This form allows neat arrangement of materials in a permanent order. A coherent presentation with good graphics can be developed. Sections are not easily misfiled or misplaced. New information, modified procedures, and new telephone and office lists, however, cannot be inserted easily.

2. *Loose-leaf binder.* This form allows for continuous up-dating. New materials, even complete new sections can be added easily.

Some community college administrators prefer to print a complete new handbook each year. They claim this procedure is easier and less expensive than replacing all the lost sections and expecting staff to insert up-dates into loose-leaf binders.

Regardless of the form used, color-coded sections printed on standard 8½ x 11 inch paper is the norm. This size reduces costs because special materials are not needed. It also allows the greatest range of possible production methods: mimeograph, photocopy, or offset printing.

Subject areas can be arranged in several ways. An alphabetical index, perhaps based upon the sample index included at the end of this section, may be helpful. When an alphabetical index is used, some institutions (e.g., Parkland College) have arranged the whole handbook alphabetically like a dictionary. Other handbooks are arranged by subject area (e.g., procedures, academic information, etc.) with sub-sections arranged alphabetically. Southeastern Illinois College and the College of DuPage have arranged their handbooks this way.

Faculty may be encouraged to use the handbook more if information is presented in the order of probable use. An example of this type of arrangement is the Montgomery College Part-Time Faculty Handbook (available as ERIC document ED 112 980). In this handbook only the "General Information" section is organized alphabetically. The Montgomery College handbook also utilizes numerous organizational charts and includes a form for faculty members to suggest changes in academic regulations.

Maps, charts, and other graphics have been mentioned several times. Their interpretive value and impact cannot be overstated. They need not be expensive, and their production can involve class projects. Or talented and creative individual faculty may exercise their special talents. These visual materials may be included in their appropriate content sections or in appendices. The combination of clear graphics and concise language can diminish the length and cost of a handbook. It can also increase its usefulness and clarity.

The Process of Writing a Handbook

Some community college administrators have decided which areas to include in their handbooks by recalling frequently asked questions. Others have synthesized topic areas by extracting information from various memoranda.

Both of these methods may be enriched by involving the faculty as well. A staff development committee, involving department chairpersons and selected part-time faculty, provides a diversity of opinions and resources. If part-time faculty are also involved in the college's staff development efforts, the handbook can then become a useful part of the overall improvement of instruction. This committee can also work on handbook revisions.

A dean of instruction, chairperson of faculty development, or some other responsible individual, should, of course, be responsible for producing the handbook. No one person, however, should be expected to possess all the pertinent information or divine all the informational needs of part-time faculty.

When finished, someone should personally deliver the handbook to the faculty, especially new faculty. Some deans use this delivery as an opportunity to meet all of the staff individually. In some colleges the department chairperson delivers the handbook to initiate that all-important relationship with the part-timer. Others deliver the handbook with the individual's contract.

The means of delivery will say as much about your institution and its attitude toward the new part-time faculty member, as the language and contents of the handbook itself.

Sample Index

A

absence policies
absences
academic expectations
academic freedom
academic restriction
academic programs
academic status
accreditation
administrative offices
admission of students to class
admissions decision
admissions requirements
adult and continuing education
advanced standing
affirmative action policy
alcoholic beverages
attendance procedures
attendance record
audio-visual center
audio-visual materials
automobiles
awarding of credits

B

bad weather policy
bookstore

C

cafeteria
calendar
cancelled classes
change of grade forms
cheating and plagiarism
class attendance
class rosters
classification of students
classroom integrity
classroom procedures
collection of funds
college calendar
college services
committees (structures and duties)
conditions of employment
confidentiality in the
  teacher-student relationship
confidentiality of records
confirmation of assignment
  and remuneration
contract, sample
convocations

C (continued)

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counseling-testing
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correspondence courses
credit by examination
credit hours
credits granted for work done
  in the armed services

D

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degree and certificates granted
desk copies - textbook
discipline
district map
division meetings
dropping and adding courses
duplication guidelines

E

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emergency procedures
emergency telephone numbers
employment procedures
equipment breakage and loss
equipment and supplies, purchase of
equivalency standards
ethics committee procedures
evaluation of advanced credits
evaluation of faculty
evaluation of faculty forms
examinations: end of course, make-up
exams
excluding students from class

F

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faculty appearance and relations to students
faculty attendance at college activities
faculty organization
faculty passes (i.d. cards)
faculty responsibilities
faculty secretary
faculty-staff news
field trips
final grades
first class meeting
floor plans, classroom buildings
furniture moving

G

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general classroom procedure
grade changes
grade-point average
grade reports
grading system
graduation requirements
graphics
grievance procedures
guest lecturers
guide, campus

H

health services
honors
hours of operation of various areas of the college

I

inclement weather
incompletes
identification cards for faculty
independent study aids
informational services
instructional space
insurance
interrupted enrollment

K

keys

L

learning laboratory
learning resource center
length of class hours
library materials, how to order
library services
lost and found

M

mail
mailboxes
make-up exams
maps: district, town, campus
materials descriptions (levels, availability)
maximum hours
mid-semester grade reports
mid-term grades
moving furniture

N

notary public
non-equivalent courses

O

off-campus course continuation/cancellation
off-campus official adds/drops
off-campus registration
off-campus reporting schedule
off-campus resource support
off-campus teaching location
office hours
office supplies
official college bulletin
on-campus registration
organizational charts
orientation and counseling of students
outside speakers

P

parking
parking - handicapped
part-time salary schedule
payroll proceudres
petition and appeal
philosophy of the community college
physical services office
posting grades
probation
procedures:
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  administrative
  emergencies
  registration
  exams
  grading
  counseling
procedures for processing part-time faculty assignments
procedures - maximum load for part-time faculty
professional assessment
program codes
program requirements
proposing changes in academic regulations
publications
publicity
public safety department

Q

questionnaires
question and queries

R

readmissions
reappointment
records of students
registration
relations to students
repeating a course
reporting for class in inclement weather
residency
requirements for admission
responsibilities of the part-time faculty
rights and privileges
room assignments

S

salary periods
secretarial assistance
services center
smoking-food-beverages
speakers bureau
special equipment
special services
special students
staff development
staff services
student absenteeism
student activities
student counseling
student identification cards
substitutes
summer term
supplies, office and classroom
supplies, purchase of
switchboard

T

tape-recording of class procedures
telephones
telephone numbers of college offices
temporary appointment
test scoring
textbooks, selection of
time guidelines for audio-visual services
transfers
transcripts
travel
travel reimbursement form
tuition and fees

V

Veteran's attendance

W

W-2 forms
withdrawal from classes
workmen's compensation coverage

DEVELOPING A HANDBOOK FOR PART-TIME FACULTY

How much time do you and your staff dedicate to answering the same questions over and over again? A handbook for part-time faculty is one way to insure that everyone has the basic information necessary to work effectively and feel a part of the institution. It can explain staff responsibilities and delineate reasonable expectations. Perhaps most important to the busy administrator, it can serve as a ready reference to answer frequently asked questions.

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Components of a Handbook

The Introduction

When two strangers meet, their introductory conversation usually deals with the question, "Who are we in relation to each other?". Similarly, the community college and the new part-time faculty member must determine their relationship. The introduction to a handbook is the first glimpse new faculty may have of the community college. This first impression must provide an accurate and positive image of the community college and the faculty members in it.

Questions which might be addressed in the introduction include:

- *What are the philosophy and objectives of the institution related to the part-timer's role?*
- *What is the role of the community college in the community?*
- *What kinds of programs are offered?*
- *Toward whom are its programs directed?*
- *What is the relationship of the college curriculum to part-time faculty's full-time work?*
- *Who are the part-time faculty at the institution?*
- *What do other part-timers say about the institution and their roles?*
- *What are the economic, professional, and community service benefits for a faculty member?*

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Administrative Information

Administrative processes are the mechanisms which allow organizations to function efficiently. They are the means by which philosophy is implemented. As a part-time faculty member, one might ask the following questions about administrative procedures:

- *Who will serve as my major contact with the institution?*
- *Who is actually responsible for what?*
- *Who will provide me with current information?*
- *Who keeps track of what administrative information and why?*
- *When and to whom must certain materials be submitted?*
- *What are the conditions of employment?*
- *What are the pay periods and deductions?*
- *What do I do when I cannot make a class?*
- *What kinds of administrative support (e.g., secretarial assistance, office space, parking, and materials duplication) will I receive?*
- *Who will evaluate me? How? Why?*

Frequently used forms and complete instructions for their use should be included. Telephone lists, office addresses (especially those of chairpersons), supportive services catalogs, and maps are extremely helpful. A simple map can reduce frustration and wasted time spent looking for services and classrooms. Some handbooks have included extremely helpful calendars which indicate important dates, including pay days. Even a glossary of frequently used acronyms and abbreviations can help part-timers communicate with their full-time and administrative colleagues.

Academic Information

Part-time faculty enter the teaching situation with varying levels of direct experience. Likely questions may include:

- *At what level should I teach?*
- *Who, if anyone, will assist me with teaching techniques?*
- *May I consult with anyone about my teaching?*
- *How will I know how well I am performing as a teacher?*
- *How do I prepare a course syllabus and to whom must I submit it?*
- *What should I know about textbook selection and ordering, desk copies, library privileges, grading, and deadlines?*
- *What special resources (e.g., audio-visual equipment, learning resource centers) are available?*
- *What do equipment order forms look like, and when should equipment be ordered?*
- *Is there a speakers' bureau? How may I use its services?*
- *How does one arrange for guest lecturers and field trips?*
- *Is space available for student conferences? What are expectations about office hours?*
- *Can students receive tutorial assistance?*

The new teacher especially will be concerned with the issue of what to do in the first class meeting:

- *What techniques can I use to establish an effective climate in the class?*
- *What course information is best provided in the first session?*
- *Are there specific tasks to accomplish during the first class?*

Later in the semester, such concerns as these may surface:

- *Does the college have certain requirements about student evaluation?*
- *Must I give tests, or are there other options?*
- *What are the other courses in my department?*
- *How does my course fit into the overall curriculum?*

A brief message from the department chairperson can strengthen this section. A directory of departmental personnel might also help.

Emergency Procedures

Confusion and lack of information can be the worst enemies in an emergency. To prevent chaos, emergency information and procedures should be presented clearly, concisely, and directly. Part-time faculty should know the limits of their liability and what the administration expects of them in an emergency before an emergency occurs.

Questions about emergencies include:

- *Who can help? Where are they? What are they trained to do?*
- *Is assistance available when I teach?*
- *What are emergency telephone numbers, and where are the telephones?*

Examples of past emergencies can be helpful. Noting success stories can be important. Reality can relieve much of the anxiety related to one's worst fantasies.

Essential information about the campus physical arrangement can be communicated effectively through maps. Such a map should indicate emergency exits, phones, extinguishers, first-aid kits, plus security and maintenance offices or duty posts. Maps, however, are best utilized as learning aids or reminders.

Staff Development Materials

The handbook may be the best opportunity to describe the college's staff development programs. Information about teaching techniques and evaluation processes might be included. If your faculty evaluation procedure is part of a larger staff development effort, that message might be emphasized. The process can be described, and sample forms may be included. Full- and part-time faculty members, as well as administrative staff and students, might be encouraged to contribute articles and materials pertinent to the continued professional growth of the part-time faculty.

Format

Community colleges are dynamic institutions. Handbooks for part-time faculty should provide easy access to current and useful information. Some means of up-dating information must be provided.

The two basic forms presently used for handbooks in Illinois are:

1. *Permanently-bound handbook.* This form allows neat arrangement of materials in a permanent order. A coherent presentation with good graphics can be developed. Sections are not easily misfiled or misplaced. New information, modified procedures, and new telephone and office lists, however, cannot be inserted easily.

2. *Loose-leaf binder.* This form allows for continuous up-dating. New materials, even complete new sections can be added easily.

Some community college administrators prefer to print a complete new handbook each year. They claim this procedure is easier and less expensive than replacing all the lost sections and expecting staff to insert up-dates into loose-leaf binders.

Regardless of the form used, color-coded sections printed on standard 8½ x 11 inch paper is the norm. This size reduces costs because special materials are not needed. It also allows the greatest range of possible production methods: mimeograph, photocopy, or offset printing.

Subject areas can be arranged in several ways. An alphabetical index, perhaps based upon the sample index included at the end of this section, may be helpful. When an alphabetical index is used, some institutions (e.g., Parkland College) have arranged the whole handbook alphabetically like a dictionary. Other handbooks are arranged by subject area (e.g., procedures, academic information, etc.) with sub-sections arranged alphabetically. Southeastern Illinois College and the College of DuPage have arranged their handbooks this way.

Faculty may be encouraged to use the handbook more if information is presented in the order of probable use. An example of this type of arrangement is the Montgomery College Part-Time Faculty Handbook (available as ERIC document ED 112 980). In this handbook only the "General Information" section is organized alphabetically. The Montgomery College handbook also utilizes numerous organizational charts and includes a form for faculty members to suggest changes in academic regulations.

Maps, charts, and other graphics have been mentioned several times. Their interpretive value and impact cannot be overstated. They need not be expensive, and their production can involve class projects. Or talented and creative individual faculty may exercise their special talents. These visual materials may be included in their appropriate content sections or in appendices. The combination of clear graphics and concise language can diminish the length and cost of a handbook. It can also increase its usefulness and clarity.

The Process of Writing a Handbook

Some community college administrators have decided which areas to include in their handbooks by recalling frequently asked questions. Others have synthesized topic areas by extracting information from various memoranda.

Both of these methods may be enriched by involving the faculty as well. A staff development committee, involving department chairpersons and selected part-time faculty, provides a diversity of opinions and resources. If part-time faculty are also involved in the college's staff development efforts, the handbook can then become a useful part of the overall improvement of instruction. This committee can also work on handbook revisions.

A dean of instruction, chairperson of faculty development, or some other responsible individual, should, of course, be responsible for producing the handbook. No one person, however, should be expected to possess all the pertinent information or divine all the informational needs of part-time faculty.

When finished, someone should personally deliver the handbook to the faculty, especially new faculty. Some deans use this delivery as an opportunity to meet all of the staff individually. In some colleges the department chairperson delivers the handbook to initiate that all-important relationship with the part-timer. Others deliver the handbook with the individual's contract.

The means of delivery will say as much about your institution and its attitude toward the new part-time faculty member, as the language and contents of the handbook itself.

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A PLANNING GUIDE

Professional development for part-time faculty members at community colleges is not an isolated activity. The higher the priority given professional development within a community college, the greater the likelihood real professional growth will occur in its faculty members. Making professional development a permanent part of ongoing community college processes will require organizational change, and this will take time. Both short-range and long-range leadership commitments are necessary throughout the institution to bring about such a change. As the local community college identifies areas of desired change, and places professional development for part-time faculty members within the boundaries of desired institutional change, commitment by the entire community college can then be directed toward implementing both professional development for part-time faculty members and organization change for the community college as a whole.

Those who desire to bring about change must recognize that it will be resisted. Professional development activities for part-time faculty members may be hindered in several ways. Four major constraints should be anticipated and methods for overcoming them should be developed from the procedures suggested later in this section. The most likely constraints include: 1) lack of time and interest on the part of individual faculty members; 2) institutional unwillingness; 3) cost --

to the institution or to the individuals involved; and 4) the possible threat which part-time faculty members present to their full-time counterparts.

Recognizing that professional development activities may precipitate resistance, it is important that members of advisory committees, either part-time faculty representatives or representatives of the community college administration, be selected with an eye toward certain character traits which help ensure successful professional development activities. These traits include:

"Ability to work comfortably in an environment with a high degree of ambiguity. It takes time and attention to establish work relationships and role expectations for this ... position within the organization and with a variety of ... client groups.

"Comfort in viewing success in relative terms. Expectations of 'full cooperation', 'total commitment', 'complete success' are particularly unrealistic for the new activities and relationships required in ... staff development program(s) (initially) ..."

"Ability to work comfortably without immediate feedback. Results of many developmental activities cannot be accurately determined in the short run and it is often necessary for the person working with staff development to rely upon his or her own internal confidence and professional skill and maturity to satisfy feedback needs."

"Ability to feel comfortable with the reality that both individuals and organizations have program concerns for which staff development can play no part."

"Ability to function both as a team member and as an independent worker as appropriate." (Ulin, 1976)

Although community colleges as a whole and part-time faculty members in particular share common characteristics, it is unrealistic to suppose that there is any one formula to guarantee success that can be applied to every community college. Rather, given the commonalities, those from community colleges must assess their specific situation -- the mix of community values, the rural, urban or suburban setting, and the individuals involved -- as they plan professional development activities for part-time faculty members.

The components given attention in this section were isolated because they proved important to those who worked on the 1976-1977 professional development project. These components also were deemed valuable for those who wish to implement professional development on any community college campus throughout the State. The suggestions that follow relating to the components identified must be viewed as descriptive, not prescriptive. These suggestions should be adapted to what will best suit the local community college as it considers overall organizational change and professional development for part-time faculty members as a part of that organizational change.

PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College
Part-Time Faculty Members

A Planning Guide

June, 1977

This section of the handbook discusses the need for executive commitment to programs for part-time faculty members, the need for a key administrative coordinator to assist with them, the value of support from deans and division heads, and the critical role of a part-time faculty planning committee. It also suggests procedures to assist with planning meetings, the use of needs assessment and evaluation within the total planning framework, and professionalization as a continuing process within the community college as a whole.

Executive Commitment

The complete commitment of community college executives is of primary importance to the success of professional development activities for part-time faculty members. These executives include such individuals as the members of the governing board, the president, in fact all administrators. Those who are looked to for leadership of the community college must realize that ultimate responsibility for the professionalization of faculty members rests with college executives. This responsibility may be delegated in part to those supervisors who will actually implement the activities. But if an organization such as a community college is to commit the resources of time, money, and individual efforts to the continued professionalization of its staff, a deliberate written statement of commitment must come from those responsible for leading that organization.

Any written statement should be backed up orally as needed by the executives. They may be asked to speak before groups. They may be asked in private if they really support such an activity. They may be made ex-officio members of advisory committees. There should be no doubt that professional development is both a short-range and a long-range goal of the institution.

Specific instances of the need for this kind of commitment may be drawn from two planning sessions held at the outset of the 1976-1977 project. A substantial part of these two meetings was spent in answering direct questions from representative part-time faculty members. "Is the president interested in this project?" "Will the administration really follow through on what we suggest?" "Are we only wasting our time in these planning meetings?" Neither group knew the issue had been raised by the other. The project had the written and the oral support of both community college presidents. In each instance, key administrators had been appointed as liason between the administration, the planning committee, and the project staff. If, however, this kind of support had been lacking, the part-time faculty representatives who were already strapped for time and energy due to typically heavy demands would have felt their efforts were futile. They would have committed themselves elsewhere. And no professional development activity would have been possible. Thus, to insure honest commitment from part-time faculty members, the executives of the community college must have made, and must be willing

to support honest commitment on the part of the institution to meeting the actual professional needs of the part-time faculty members employed by that institution.

Appoint A Key Administrator

Simply because any community college president does not have time to attend to all the demands on his or her time and energy, that president must delegate responsibility. To illustrate the level of executive commitment to the professional development of part-time faculty members, an assistant to the president, an executive vice-president, or a dean of instruction may be designated to link community college leadership with any activities involved in part-time faculty professional development. This person should be assigned the coordinating responsibility between division heads or deans of the various schools within the college and the advisory committee planning professional development for part-time faculty members. The administrator delegated this responsibility should have immediate access to the college president, but should also be personally committed to professional development objectives. Also, whoever is selected to provide both coordination and linkage should have the rapport necessary with unit heads to effectively lead them in shaping activities for the part-time faculty members within their respective divisions.

Meeting With Deans and Division Heads

A meeting with all deans or division heads should be called and be chaired by the designated administrator who is to coordinate professional development activities for the community college part-time faculty. The community college president may or may not be present. Since each administrator will typically be "busy", finding a time for such a meeting may be a major problem. But executive commitment to such a meeting should ensure that it will be held. Once a meeting time is established, the actual meeting itself should be well-organized, only as long as necessary to cover the agenda set, with clear evidence at the close of the meeting that objectives have, in fact, been met. Such a meeting should

1) make clear the college commitment to the professional development of part-time faculty members;

2) eliminate doubts as to costliness of activities;

3) establish a value to the college of the use of part-time faculty members;

4) point out potential difficulties of not attending to the needs of part-time faculty members;

5) indicate what "needs" - if any have been identified locally - part-time faculty members, as a whole, have;

6) solicit the support of deans and division heads for the planned activities since their roles are critical to the success of professional development activities at the community college;

7) allow for any questions that might be raised and either answer the questions or table them while answers are obtained;

8) collect suggestions for kinds of activities, problems to be dealt with, individuals to serve as planners or as resource persons from part-time faculty members, etc.

A written summary of the meeting results including future tasks of this group should be sent to each person attending and to the community college president within a week of the meeting. This serves as a reminder of individual assignments, as a record of activities for future reference, and as a source for clarification or modification of the decisions reached during the meeting. It is suggested that such a summary be provided following every meeting of these unit heads. If the information is confidential, it can be so marked and so handled.

Joint Meeting of Deans /Division Heads and Representative Part-Time Faculty Members

A large organizational meeting may be held for part-time faculty members who will plan and help develop activities that includes the deans and division heads of the community college. Such a meeting, chaired by the key administrative representative and attended, if possible, by the community college president would emphasize the commitment of both administrators and unit heads to the professional development of part-time faculty members, especially to those faculty members who have been selected to serve in behalf of their colleagues on a planning committee. This meeting also should be well-organized, only as long as necessary to cover the agenda set, with clear evidence that the objectives determined beforehand

have been met by the close of the meeting. This meeting should

1) make clear the community college commitment to the professional development of part-time faculty members;

2) indicate the need for cooperation to achieve goals;

3) emphasize the desire to determine and meet actual needs in a cost-effective way (i.e., with consideration for the time and energy commitments of part-time faculty members to responsibilities other than the community college);

4) emphasize the value to the community college of part-time faculty, especially as residents of the community being served by the college;

5) allow for any questions to be raised and either answered or tabled while answers are sought;

6) collect suggestions for kinds of activities desired, problems to be dealt with, individuals to assist with planning or to serve as resource persons, etc.;

7) set a meeting date for part-time faculty planning committee.

A written summary of the meeting with results and future tasks determined should be sent to each person attending, to the deans and division heads, and to the community college president within a week after the meeting.

Part-Time Faculty Planning Committee Meeting(s)

The part-time faculty planning committee is one of the most critical elements in the successful completion of any professional development activities undertaken by a community college. It should be composed of representatives of the various curricular divisions within the ranks of

the part-time faculty. These representatives should function as opinion leaders and be committed, themselves, to the objectives established for the professional development of part-time faculty members within the community college. The planning committee should include members who can facilitate the professional development of their peers. This committee, if well selected, forms a sample of the part-time faculty. Thus the views they express may be generalized to most of the rest of the part-time faculty. It leads, represents, and serves to communicate needs and satisfactions of those who teach only part of the time at the local community college.

The administrator designated by the college president may call the first meeting. Thereafter, this person may or may not be involved in all the activities of this planning committee. However, it is suggested that summaries of each part-time faculty planning committee meeting be sent to each member of the planning committee, to the deans and division heads, and to the community college president. The courtesy of such informational communication will ensure continued commitment on the part of the college and provide records which will assist in progress of activities undertaken.

Some of the initial tasks of the planning committee will be to identify and prioritize the needs of the local part-time faculty members and to use this as a basis for planning professional development activities. Reference should be made to the section in this handbook dealing with needs assessment and to the section dealing with resources, programs, and services

for assistance with these tasks.

One or more additional planning committee meetings may be required to develop specific activities determined as "top priority" to meet needs identified by part-time faculty members. The planning committee should attempt to utilize the community college's full or part-time faculty as resource persons for professional development activities (e.g., use of learning resource center personnel to conduct sessions on audio-visual equipment, education specialists to help in setting classroom objectives or in developing course curricula). Outside resource persons/consultants should be used sparingly, but may be particularly effective in presenting sensitive material (e.g., starting a program of peer evaluation). The committee should give serious consideration to using resource people from other Illinois community colleges.

Once the planning committee has identified top priority needs and selected the activities to meet these needs, attention should be given to time(s), date(s), location(s), method(s) to be used, etc. Often, scheduling a repeat of the same activity has been used effectively by community colleges in professional development activities. The planning committee should assign responsibilities and establish realistic deadlines for completion of tasks undertaken. Prior to setting objectives for the activity, the committee should consider the following questions:

- Why are we having this activity?
- Who should benefit from it?
- In what way should they benefit?
- What do we want as the end result?
- How will we know we have accomplished what we wanted?

A major responsibility of the planning committee will be to assist in evaluation and modification of the professional development activities. By setting objectives, evaluation of each activity becomes easier because the planning committee has some standard against which to measure the program outcomes. Reference should be made to the section in this handbook dealing with evaluation for assistance with this task.

Holding the Professional Development Activity

Once the activity or series of activities has been decided upon by a community college part-time faculty planning committee and endorsed by the unit heads and administration, every effort to cooperatively ensure the success of these activities should be exerted by those who have previously committed themselves to this priority undertaking. Planning and coordination from the president, through administrative channels, through part-time faculty ranks should result in sound activities selected by and planned to meet the actual needs of the part-time faculty members, themselves.

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A wide range of possible professional development activities is available for part-time faculty members. Reference should be made to the section in this handbook dealing with resources, programs, and services. Any of the sample selections might be adapted to fit the local community college context in meeting needs of community college part-time faculty members.

Professional development activities might include any one or a combination of sessions about:

1. how to develop a course curriculum,
2. how to motivate adult learners,
3. how to use audio-visual materials,
4. how to deal with learning problems,
5. what, where, and how to use available support services,
6. developing a "buddy system".

Methods and techniques for presenting possible professional development activities might include:

1. a recommended list of readings culminating with discussion and suggestions for application;
2. making video tapes available for self-selected viewing;

3. a handbook specifically developed for part-time faculty members which can be easily updated and easily utilized;
4. inter-campus exchanges or field trips to share ideas, view innovations, gain experience of teaching in a variety of settings;
5. orientation to the college and to specific units in which individual part-time faculty members will teach;
6. a problem-identification/problem-solving series
   --between part-time faculty members
   --between part-time and full-time faculty members
   --between part-time faculty members and unit heads.

Review and Evaluation of Activity

As noted before, a major responsibility of the planning or advisory committee should be periodic evaluation. Evaluation is typically used to provide assistance in improving ongoing activities as well as to assist in improving future activities. Members of the committee should assess their own procedures so the committee will continue to improve its service to the community college and to the part-time faculty members it represents.

Evaluation of each activity for the professional development of community college part-time faculty members should be made 1) by the participants themselves; 2) by the planning committee which represents the

part-time faculty members; 3) by the unit head (deans or division heads) responsible for the professional development of faculty members within each unit; and 4) by the administration which has demonstrated its commitment to these activities. Student evaluation should also be included since one of the immediately desirable outcomes of professional development for part-time faculty members is more effective classroom teaching. Such increased effectiveness should be discerned by the students in the classroom.

Evaluation may be either formative, consisting of efforts to provide immediate feedback to change ongoing activities, or summative, measuring the effect of activities after they have been completed. The information obtained through evaluation will provide the advisory committee with material to make future professional development activities more effective (e.g., re-structuring the program designs, expanding activities to reach more part-time faculty members, or adapting the content to a variety of delivery systems to fit the local community college setting). Evaluation will also provide valuable information to include in reports made to justify the activity to unit heads, to the community college president, and to those executive officers who supported such activity.

The Ongoing Process of Professionalization

Individual professional development is part of an ongoing process of organization development. Adults can learn and grow. Part-time faculty members will become more productive for a community college if a systematic process of professional development becomes established within the institution. Professional development has been defined as "a continuous process of identifying the knowledge, skills, attitudes, and behaviors necessary for individuals to manage effectively learning environments and ... providing educators an opportunity to acquire these competencies." (DeSanctis, 1976)

If real needs are to be met using "real-time" and honest commitments, then not just the part-time faculty members stand to benefit. The college, as a whole, will benefit. And the community in which the individuals and the college are located will also benefit from the ongoing process of professionalization undertaken at a community college for its part-time faculty members.

NEEDS ASSESSMENT

"Needs assessment" is a frequently-used term in educational program development. It may be broadly defined, but in this handbook "needs assessment" is defined as the systematic process used to identify the gap between a part-time faculty member's current level of performance and some changed or more desirable level of performance within the context of the community college. The gap between "what is" and "what is desired" is the area in which organization changes or educational activities are needed.

The intent of the following sections is to provide answers to a series of questions any educational planner should ask in the process of developing a needs assessment approach. The approach used herein is not prescriptive indicating which kinds of needs assessment to conduct, but descriptive offering clarification of terms, developmental procedures, and alternative needs assessment approaches that apply to planning professional activities for part-time faculty members in community colleges.

Why Conduct Needs Assessment?

It is important to recognize that meeting the needs of part-time community college faculty members ultimately affects the ability of the college to attain its goals and missions. If there exist some deficiencies in performance, it is essential that determination be made as to the

necessary organizational changes and/or educational activities needed to improve the situation. Needs assessment is a process that can be used to determine such deficiencies in performance. The needs assessment process provides information in a form helpful in both administrative decision-making and educational planning.

In terms of administrative decision-making, needs assessment allows the planner to determine whether the professional's needs require changes in organizational arrangements (e.g., providing more support services for part-time faculty members who teach evening courses) or educational activities (e.g., orienting part-time faculty members to the availability and use of current support services). Both kinds of change may improve the performance of individual part-time faculty members. Administratively, it allows the planner to:

a) determine the extent to which institutional monies are available to support professional development activities, and

b) delegate responsibilities for planning such activities to the appropriate departments or resource persons.

In terms of educational planning, needs assessment provides information that allows the planner to:

a) cluster high priority needs into content areas where educational objectives can be set and programs established;

b) determine preferences for methods of delivering programs, and schedule the time, place, and duration of particular activities; and

c) indicate incentives that might increase part-time faculty members' attendance.

Needs assessment is a process that, when used effectively, can provide information that approximates the needs of part-time faculty members. This is especially important to the educational planner. The voluntary nature of participation in most professional development activities requires that the subject matter of these activities be relevant to the needs of the part-time faculty members. Such relevance will increase the likelihood of their participation in any given activity.

What Are the Procedures in the Needs Assessment Process?

There is no one ideal approach for conducting educational needs assessment. However, there are several common steps in the process that apply, regardless of the approach taken. They include the following:

1. Determine the specific target population to be assessed. This will help the planner narrow the scope of the study to deal with the special needs of a particular target population (e.g., part-time faculty members teaching in the social sciences versus those teaching in vocational fields).

2. Determine the objectives of the study. What types of information should be collected in order to adequately portray the most relevant needs of the specific target population? Attention

should be given to constructing questions that will adequately identify needs that may be organizational, as well as educational. In addition, it is important to limit the scope of the assessment to those areas of need for which resources are available from within the community college. This increases the chance that professional development activities to meet needs identified in the assessment process will in fact be held.

3. Determine the extent to which information already available reduces the need to collect information from specific target populations. The following are examples of existing sources of information:

   a. Needs assessment studies from previous program development activities may provide some initial information about the educational needs of a particular target population. Also, previous studies may provide the basic questions from which a new study can be developed.

   b. Final reports or evaluations from previous professional development activities may serve as an indicator of what the professional's unmet needs were that can be addressed in future activities.

   c. Biographical data of part-time faculty members, such as age, educational background, number of years in teaching may be available from sources such as personal records.

4. Review the current literature on needs assessment before deciding on a particular approach. The use of an advisory committee or a panel of experts consisting of academicians, practitioners, administrators, and specialists from a particular content area can provide valuable inputs as to the types of information to collect. Areas to be assessed can be narrowed by using such inputs.

5. Involve representatives of the target population(s) in the actual development and pilot-testing of needs assessment approaches. The more the potential respondent is involved in the development of an approach, the more opportunities the planner has to determine the validity and reliability of that approach for the particular target population. In addition, those who are involved initially are likely to participate in the actual needs assessment process, as well as engage in the activities that result from the assessment. Their involvement may even encourage their peers to participate.

6. Concentrate not only on determining the specific educational needs or organizational changes identified by the target population, but provide information that will assist the planner in shaping subsequent educational activities by identifying the respondents' preferences for:

a) the location, duration, and scheduling of activities,

b) types of continuing education,

c) factors within the work environment that are likely to facilitate or limit participation by the part-time faculty members.

7. Concentrate on prioritizing needs. It is seldom possible to provide educational activities or organizational changes for all those needs identified in the assessment process. Selection must be made from top priority needs identified.

8. Translate needs assessment findings into short- and long-range educational activities and organizational changes. Remember to take into account the extent to which existing resources within the community college are available to develop such activities.

9. Needs assessment should be a continuous process in the planning of any professional development activity. Use findings from participant evaluations to determine what educational needs are not addressed or what additional needs surface as a result of a program. These findings serve as a first step in identifying the components for future programs.

Finally, include provisions for describing to others the specific procedures used in the needs assessment so that this information might assist in the development of future assessments.

What Types of Questions Should Be Included in the Needs Assessment?

The type and the amount of information to be collected depends upon 1) the objectives of the needs assessment and 2) the target population to be assessed. The following represents a list of questions that might be asked in any needs assessment process. Determination of how many of these questions or other questions need to be asked will vary with the setting. However, there are at least three major categories of information that the needs assessment approach sould collect which will assist those responsible for the particular professional devclopment activity. They include:

1. Knowledge of Setting - information about the characteristics of part-time faculty, the extent of participation in previous professional development activities, and conditions within the community college that facilitate or limit part-time faculty memebers' participation.

2. Knowledge of Organizational or Educational Needs - instruments designed to determine the organizational and educational needs of the part-time faculty members identified as a gap between a current level of performance and some changed or more desirable level of performance.

3. Knowledge of Preference for Types of Professional Development - information about preferences for methods of delivery, duration, location, and scheduling of professional development activities.

Knowledge of Setting

In this category there are at least four types of information those responsible for professional development activities can use to describe community college part-time faculty members and the setting in which they work.

1. Background Information and Demographic Characteristics of Part-Time Faculty - In this section questions should provide a profile of types of part-time faculty members using such factors as age, level of formal education, number of years teaching at the community college level, work experience, etc. Information from these questions can be used to develop a profile of the respondents' similarities and significant differences when compared with their organizational and/or professional development needs, as illustrated below:

- Specify information about formal education activities leading to a degree in which you were enrolled (include high school, junior college, four-year college, university, graduate program, technical school, etc.):

Dates Attended	Name of Schools	Major Subject Studied	Degrees Received

- Indicate the total number of years you have worked in a community college as a part-time faculty member. _____ Years
- Specify what full-time job, if any, you presently have._____

_____

- In what year were you born? _____

2. How Do You Keep Up-To-Date in Your Field? - Questions in this section indicate how frequently part-time faculty members engage in professional development activities. If part-time faculty members indicate involvement in professional development activities, it is helpful to determine what they participate in. Their answers serve as patterns or clues to planners as to what types of activities may attract similar participants. Questions should request information about: attendance at professional association meetings, workshops, or institutes; the number of hours devoted weekly to reading professional journals, research documents, or other work-related publications. Typical questions follow:

- Indicate the professional association meetings (international, national, state, regional, or local) you attended during the past 12 months:

  Association | Type of Meeting | Number of Days

  _____

  _____

  _____

- Have you attended any in-service education programs sponsored by your college during the past 12 months?

  Yes.....1 ( )
  No.....2 ( )

- If yes, please describe type of program: _____ _____

- Indicate how frequently these programs are held:

  Daily.....1 ( )
  Weekly.....2 ( )
  Monthly.....3 ( )
  Quarterly.....4 ( )
  Yearly.....5 ( )
  Held only once as a single event.....6 ( )

- Indicate if you have attended an institute, seminar, workshop or some other educational meeting (not for university credit) related to your job or career interests during the past 12 months.

  Yes.....1 ( )
  No.....2 ( )

- If yes, provide specific information:

  Type of Activity | Sponsor | Length (days or hours)

  _____

- Indicate the number of hours per week you spend reading professional journals, research documents and other publications related to your job or career related interests _____ hrs.

- Give the appropriate number of books related to your professional self-improvement you read during the past 12 months. _____

3. Incentives for Participation - Questions in this section provide information about incentives that are most likely to motivate part-time faculty members to participate. These can include such things as the necessity for monetary rewards and knowledge that the activity will improve their job performance, etc. In addition, it is important to determine the degree to which some of these conditions are already present within the work setting. If an administrator encourages staff members to participate in professional development activities, the planner may find that the critical barrier to participation is lack of released time. Illustrations of types of questions to ask include the following:

This section lists incentives or rewards for participating in professional development activities. Please rate each item in the left hand column in terms of the value it holds for your participation by marking its relevance. Rate the item in the right hand column in terms of its availability in your community college.

Relevance						Current Availability					
Relevant	Fairly Relevant	No Opinion	Minimally Relevant	Irrelevant		Always Available	Usually Available	No Opinion	Seldom Available	Never Available
1	2	3	4	5	a. Being released from some routine work responsibilities.	1	2	3	4	5
1	2	3	4	5	b. Receiving higher salary.	1	2	3	4	5
1	2	3	4	5	c. Receiving special recognition.	1	2	3	4	5
1	2	3	4	5	d. Being more directly involved in policy and decision making.	1	2	3	4	5
1	2	3	4	5	e. Receiving extra pay for special assignments.	1	2	3	4	5
1	2	3	4	5	f. Having nearby opportunity for professional development.	1	2	3	4	5
1	2	3	4	5	g. Becoming more satisfied with my job.	1	2	3	4	5
1	2	3	4	5	h. Increasing my personal/professional competence is reward enough.	1	2	3	4	5
1	2	3	4	5	i. Using office hours for professional developmental activities.	1	2	3	4	5

4. Obstacles to Participation - Questions in this section identify information or conditions which limit participation in professional development activities. The planner should be able to determine whether those obstacles or constraints are the result of: current job responsibilities; the lack of encouragement from administrators for faculty members to attend; the lack of knowledge regarding availability of programs; and/or negative attitudes the part-time faculty member has toward professional development activities, in general. Illustrations of questions to ask include the following:

	All part-time faculty members face some obstacles in keeping up professionally. We have listed below some comments made by personnel about why they do not engage in as many professional development activities as they might like. Please mark the column (Not at all Appropriate, Somewhat Appropriate, or Very Appropriate) that best fits your own situation:	Not at all Appropriate (1)	Somewhat Appropriate (2)	Very Appropriate (3)
A.	I do not have enough time.	1	2	3
B.	I have to work the whole year...If I had the summer off it would be a different story.	1	2	3
C.	Aside from the mail (correspondence courses, journals, letters) there's nothing available in my area.	1	2	3
D.	I don't think I could afford the expenses involved.	1	2	3
E.	My community college does not pay for my travel and participation in professional development programs.	1	2	3
F.	My community college does not give me time off for participating in professional development programs.	1	2	3
G.	After a certain age, it's hard to learn new things.	1	2	3
H.	The professional development programs that are now available do not fit my needs.	1	2	3
I.	I would rather not take time away from my family.	1	2	3
J.	Based on my past experience with professional development programs I don't feel they are worth my time.	1	2	3

In short, knowlege of the characteristics of professionals, the extent of previous participation in professional development activities, and factors which either facilitate or limit the part-time faculty members' participation can all play a critical role in the type of activities that are developed to meet the faculty members' professional development needs.

KNOWLEDGE OF ORGANIZATIONAL OR EDUCATIONAL NEEDS

In this category, there is a variety of ways in which the educational planner can collect information about the part-time faculty members' organizational or educational needs. The approaches range from informal activities, such as a problem-identification session with part-time faculty members as part of a staff meeting, to the use of task analysis as a more systematic attempt to determine what individual part-time faculty members do and the extent of their needs to improve performance related to those tasks.

The following are illustrations of only a small sample of approaches that have been used for identifying both organizational and educational needs.

1. Use of Records - The use of existing records can provide valuable information on the organizational and educational needs of part-time faculty members. Many times end-of-year reports reveal areas in which individuals are having difficulty. These problem areas may be the result of: (a) poor management caused by

improper assignment of faculty which could be rectified by providing faculty with an introductory versus advanced teaching assignment; or (b) the individual's expression of lack of ability to perform certain tasks adequately where an educational activity might really best alleviate the problem (e.g., unable to handle discipline problems).

2. Survey Research - The most frequently used educational needs assessment approaches involve using survey research techniques, question interview guides, etc. Using this approach, planners of professional development activities are able to determine the perceived needs of the individual part-time faculty member. The following represent a sample of survey approaches beginning with techniques that require the least amount of time to develop and/or administer.

   a. In the least complex format, the respondents are either interviewed or complete a questionnaire where they are asked to rate (in terms of importance) a series of topics that relate to areas in which they perceive a need to improve performance. An example of such a format includes the following:

To what extent do you feel a need to improve your performance related to the following:

	rating scale: considerably	quite	somewhat	not at all
1) developing individualized curricula.....	1	2	3	4
2) improving counseling services for students..	1	2	3	4
3) constructing test items.....	1	2	3	4

b. A more time-consuming and costly technique to develop and administer is a task analysis approach. Determination of the specific tasks of a particular target population typically requires 1) reviewing the literature on the nature and scope of the job, 2) working with academicians and content experts who know what competencies are required to perform a particular job, and 3) validating task areas by pilot testing the instrument with the specific target populations. An example of the task analysis approach might involve a questionnaire on which individuals are asked to indicate the tasks they perform during an average work week. Then they are asked to rate the extent to which these tasks represent areas in which they perceive a need to increase their competence, or in which an educational or organizational change is desirable. This process makes it possible to determine the needs of the

part-time faculty member and to develop programs that closely fit the actual tasks of the individual. This close fit between needs and programs increases the likelihood that the individual will participate. The following is an example of a task analysis approach from a study of community college library/learning resource personnel.

This item lists in the center column many aspects of the roles to which some library personnel (e.g., administrators, media specialist, technicians, graphic artists, clerical, para-professionals, etc.) devote part of their time and which some personnel might like to learn more about. For <u>each</u> of the topics listed below, circle in the left column the approximate proportion of your time that you typically devote to that aspect, and circle in the right column the extent of interest you have in learning more about that aspect.

LEFT COLUMN - ACTIVITIES

Circle <u>"Major"</u> if you typically devote more than 20% of your time to the aspect. Circle <u>"Minor"</u> if you devote <u>less</u> than 20%. Leave <u>blank</u> if you do not deal with the aspect in a typical week. Percent is based on time you work, not full time equivalent.

RIGHT COLUMN - INTERESTS

Circle <u>"Major"</u> if you are interested enough to spend <u>two</u> or more days full time at an educational program anytime during the year, or workshop on the aspect. Circle <u>"Minor"</u> if you are interested in some reading and discussion about the aspect, but less than two days equivalent. Leave <u>blank</u> if you are not interested.

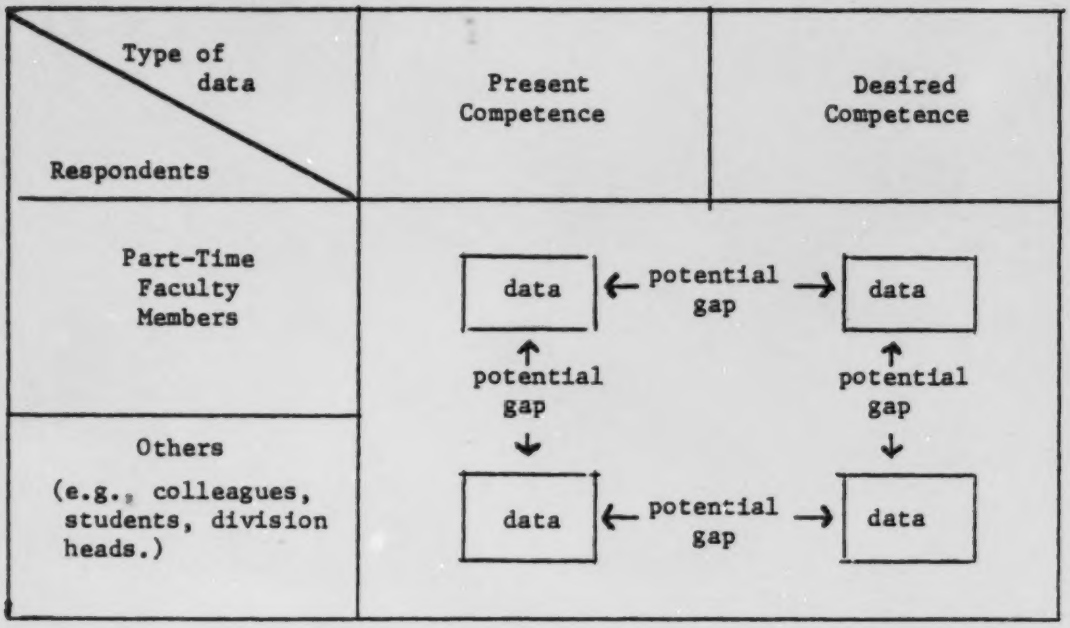
A. ADMINISTRATION

Activities Major	Activities Minor		Interests Major	Interests Minor
		1. <u>OPERATION & MANAGEMENT OF LIBRARIES/MEDIA CENTERS</u>		
X	X	Handling general administrative responsibilities as head of library.	X	X
X	X	Handling general administrative responsibilities as head of media center.	X	X
X	X	Handling public relations and interpretation of library/LRC to community.	X	X
X	X	Confering with administrators and faculty concerning library operations, programs, and budgets.	X	X

B. INSTRUCTIONAL SERVICES

		1. <u>DEVELOPMENT OF EDUCATIONAL PROGRAMS</u>		
X	X	Assisting individual teachers in curriculum planning.	X	X
X	X	Conducting evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcomes.	X	X
X	X	Providing leadership in determining educational objectives of library services.	X	X
X	X	Developing long-range library/LRC plan cooperatively with faculty and administration.	X	X

c. Another technique which combines both a questionnaire and interview approach is the following:



Information about present competence, knowledge, and skills and desired competence, knowledge, and skills is gathered in a process of self appraisal (e.g., use of questionnaires) and appraisal by others in community colleges who are interviewed (i.e., students, division heads, etc.). The gap between statements of current competence and desired competence, as perceived by the part-time faculty members and by others, will help to identify where professional development activities can best serve to improve

(1) part-time faculty members' personal professional growth as well as (2) services to the institution, the students, and the community.

3. Performance Based Audit - One of the increasingly popular approaches has been the use of performance audits. In this process a group of part-time faculty members might serve as a peer review group, setting minimal and optimal performance criteria for their colleagues or for the support services provided by the community college for part-time faculty as a whole. With the use of some standardized observation or test procedures, the audit committee may assist the part-time faculty members in identifying deficiencies of performance in the classroom. This committee may also identify those areas in which changes in organizational arrangements or support by the institution might improve the part-time faculty member's performance.

The approaches described represent only a small sample of alternative need assessment approaches that might be used to assess part-time faculty members' needs. They all vary in the amount of time and money necessary for their development and information they are likely to generate.

Knowledge of Preferred Professional Development Activities

In this category those responsible for professional development activities are able to determine part-time faculty members' preferences for types of professional development that will help in the eventual design and

scheduling of activities. Questions should provide information about preferences for types and levels of effectiveness of professional development activities. For example, decisions have to be made about whether the type of educational activity developed might include an outside expert invited to talk to faculty members about improving instructional style or a series of cassettes on the subject which part-time faculty members can use at their discretion. With information about preferred duration, location, and scheduling of activities, it can be quickly determined whether, for instance, a two-day workshop at a nearby convention center on a weekend will attract more participants than two separate sessions at a campus center on designated week nights. Illustrations of questions that will gather information about such preferences include the following:

Describe types of materials and information you find most effective for professional development (circle one or more items).

		Most Effective	Moderately Effective	Least Effective
A.	motion pictures	1	2	3
B.	cassette tapes	1	2	3
C.	records	1	2	3
D.	video tapes	1	2	3
E.	slide sets	1	2	3
F.	professional journals	1	2	3
G.	books	1	2	3
H.	conversations with fellow staff	1	2	3
I.	materials from workshops and conventions	1	2	3
J.	listening to experts in the field	1	2	3
K.	educational T.V.	1	2	3

How Can Findings Be Utilized?

Although there is considerable rhetoric concerning the desirability of conducting needs assessment, those responsible for professional development activities often concentrate their efforts on developing approaches and neglect to determine specific uses for the information they intend to collect. As a result, they may collect too much, too little, unnecessary and/or incorrect information. This, in turn, increases the chance that the needs assessment processes will not assist in the development of activities to promote increased competence for part-time faculty members or desired organizational change.

No matter what format is used in presenting the needs assessment findings to the part-time faculty members, attention must be given to the following procedures:

1. Discuss those needs which received the highest priority for part-time faculty members and those in which there were significant similarities or differences among certain sub-populations of part-time faculty members.
2. Make efforts to identify needs that failed to surface in the original needs assessment process by asking additional questions of the specific group of part-time faculty members which is being presented the assessment findings.
3. Cite examples of needs assessment activities that have already been tested at other community colleges. Describe the

alternative ways in which the individual part-time faculty member can emerge in organizational and professional development activities by using case studies, portrayals, testimonials, etc. Describe those activities that the individual might consider as an immediate step (i.e., reading certain journal articles) or activities that require greater planning and commitment (i.e., attendance at a workshop).

4. Determine the types of expertise available within the local community college that might serve as resources for professional development activities. Suggest ways to make such activities an integral part of the daily and weekly tasks of the individual (i.e., staff meetings may be devoted to organizational and/or professional development concerns).
5. Discuss ways in which part-time faculty members can continue to assess their needs utilizing techniques such as self-assessment, review by peers, etc.
6. Discuss ways in which the individual part-time faculty member might remove barriers to participation in professional development activities (i.e., not enough time, lack of access to program) by reading in a selection of journal articles, by meeting in discussion groups of part-time faculty members, or by using self-paced programs of instruction.

To make the most effective use of any needs assessment approach, those responsible for professional development activities should set aside a substantial amount of time to translate the findings from needs assessment into viable activities relevant to the needs of part-time faculty members in their own community college.

EVALUATION

Evaluation is an essential process in the development of educational activities. In the present context, it is defined as a process for describing or judging the worth of professional development activities designed for community college part-time faculty members. Evaluation should be a continuous process in the development of an activity. As a continuous process it should be categorized in two forms: formative evaluation, which consists of efforts to provide immediate feedback and change to ongoing activities, and summative evaluation, which measures the the effect of activities after they have been completed.

The following sections are aimed at describing components that constitute a systematic approach to the evaluation of professional development activities for community college part-time faculty members. The evaluation process is described in response to a series of questions the evaluation planner(s), whether an individual, advisory committee, or the administrator from within the community college, should consider in the evaluation design.

Why Evaluate?

Evaluation findings offer benefits for participants, the program planner, and the sponsor. If community college part-time faculty members are expected to change or improve performance as a result of professional development activities, they require feedback on their progress. Whether

this feedback is provided periodically during the course of an activity (formative evaluation), or immediately after completion of an activity (summative evaluation), it is likely to maintain or increase an individual's interests in professional development.

For the educational planner, evaluation assists in decision-making. It provides an assessment of the progress of the current activity and thus enables the planner to make improvements in activities deemed inadequate. In addition, evaluation provides the knowledge needed to make decisions related to improving future programs. Evaluation provides the planner with a range of information from justification or accountability for the existing program to inputs necessary for planning future activities.

Who is the Evaluation For?

Potential audiences who might request an evaluation include: community college administrators who, based on the program outcomes, make decisions regarding the continuation of programs; program planners who will use the information to make changes in the current activity, or develop the next phase of an activity; and participants who, based on the pre- and post-test scores, will be able to determine how well they have done. Individuals who design the evaluation activity, if they are not involved in program planning, need to separate their personal interest in the evaluation from the interest of the audience that will review and use this information. It is important for the planner to know the audience who

will use the information and what types of information they are likely to prefer.

What Issues Should the Evaluation Address?

The questions to be used in any evaluation design need to reflect the objectives of the audience(s) that requested the evaluation.

In any activity, there are a number of issues that need to be assessed. Many times the planner is required to prioritize issues to determine the focus of the evaluation. In dealing with professional development activities for part-time community college faculty members, the following major issues should be considered for inclusion in the evaluation design.

Program Outcomes

The extent to which the objectives of professional development activities are achieved can be evaluated by 1) comparing the expectations of participating part-time faculty members prior to the program with actual benefits they report deriving by completing the activity; 2) conducting a pre- and post-test to measure participant achievement; 3) surveying the participants' supervisor, colleagues, or students several months after an activity to ascertain whether any improvements in performance have been a direct result of that activity;

and 4) measuring administrative efforts to change organizational procedures which result in improved performance for part-time faculty members. Program planners use this information to determine the extent to which the activity was of value to participants and sponsors.

- Please record what your major objectives were for participating in this professional development session. _____

  _____

- To what extent were the benefits of the program consistent with your major objectives for attending? (use the following scale)

Very Much		Only		Not At All
1	2	3	4	5

- To what extent did the information presented and/or discussed add to your knowledge and skills? (use the following scale)

Very Much		Only		Not At All
1	2	3	4	5

- Since you completed the program, have you noticed any change in your behavior or improvements in performance that are directly related to the professional development acitivy you attended?

  ____ Yes ____ No

- Indicate the extent to which you gained new insights on how to improve your performance in professional practice. (use the following scale)

Very Much	Considerably	Only Partially	Somewhat	Not At All
1	2	3	4	5

Program Administration

A series of questions should be asked regarding the sponsor's role in conducting a particular professional development activity. The planner should include questions about program announcements, program costs, registration, facilities, food, etc. This information is helpful in improving the project staff's efforts in publicizing future activities, administration of the program, and finding a suitable location for future efforts. Illustrations of types of questions that can be asked include:

- Did you receive registration materials prior to attendance at today's conference? ____ Yes ____ No

  How many days prior to conference? _____

- If the current location, day, and time are not suitable to you, please indicate those that would be more suitable. _____

_____

- How would you rate the following aspects of today's program, using the following four-point scale?

	Very Adequate	Adequate	Somewhat Adequate	Not At All Adequate
a. registration procedures	1	2	3	4
b. lodging	1	2	3	4
c. meals & refreshments	1	2	3	4
d. conference room arrangements	1	2	3	4

- Would you encourage other part-time faculty members to attend a session similar to today's? ____ Yes ____ No

Why? _____

_____

Why not? _____

_____

Program Processes and Personnel

The questions in this section should include those pertaining to participants' level of satisfaction with: methods of instruction used,

flexibility in scheduling, quality of hand-out materials, quality of resource persons, etc. These questions allow resource persons to receive feedback on their presentations. In addition, the program planner can put this information on file for future reference regarding resource persons to contact and methods for presenting material to a similar group of community college part-time faculty members. An illustration of the types of questions that might be used include the following:

- Please indicate the usefulness of the following segments of this professional development activity to you, using the following three-point scale.

	Very Useful	Somewhat Useful	Not At All Useful
a. introduction	1	2	3
b. small group session	1	2	3
c. large group session	1	2	3
d. summary of day's events	1	2	3

- For those segments of the professional development activity with which you were highly impressed, please indicate why (for instance, the subject matter, discussion topics, methods used, staff, etc.)

_____

_____

- For those segments of the professional development sessions with which you were least impressed, please indicate why (for instance the subject matter, discussion topics, methods used, staff, etc.)

_____

_____

- To what extent did you find the materials handed out at each session useful to you?

Very Useful	Somewhat Useful	Not At All Useful
1	2	3

Suggestions for Future Programs

One of the objectives of any evaluation is to provide information to improve future program efforts. The evaluation design should attempt to determine what needs were unmet in a particular activity. In this sense, the evaluation can also function as a needs assessment. Illustration of types of questions that can be asked include:

- What aspects of today's professional development activity would you like to see emphasized further, and why? _____

_____

- What one thing might most improve future professional development activities? _____

- As you think about your own professional needs as a part-time faculty member, what two activities would best meet your current needs? _____

_____

- When would you suggest as the most appropriate time for future professional development activities for part-time faculty members?

_____

_____

Any one, or all of the aforementioned issues might be included in an evaluation design for a particular professional development activity. The comprehensiveness of the design should depend on the information that is needed by the audience which requested the evaluation.

What Resources Are Available for the Evaluation?

One of the critical questions that the planner needs to answer relates to the cost of the evaluation, in terms of time, monies, and expertise needed. These costs will help in determining the scope of the evaluation. To answer these questions, the planner should systematically determine the extent to which

1. the information that is requested by a particular audience is already available, e.g., from previous evaluations, from tests completed by potential participants, from personnel files, and from end-of-year reports;

2. the resources, in terms of monies and expertise, that can be used from within the community college both to direct and to manage the evaluation; and
3. staff time needed to direct the evaluation and length of time the evaluation will take to complete weighed against the benefits of collecting such information.

How Is Information Collected from Respondents?

The planner(s) of the evaluation have to decide what is the appropriate number of times to collect data, when to schedule data collection, and what techniques should be used. There are a variety of ways to collect data, some of which are more costly than others due to preparation time required and cost of staff time and materials. These approaches vary from a series of informal interviews with a number of participants in the activity to individual standardized tests. In the majority of cases, instruments already exist that are helpful in the development of specific approaches. These include:

1. check lists - instruments for collecting data about topics, resource persons, materials, etc. in which the respondent is asked to indicate whether certain characteristics are present or absent (e.g., Were materials to supplement presentation available? Did the opening session provide

a broad overview of the conference topic?)

2. rating scales - instruments used to assign values along a continuum to topics, resource persons, materials, etc. (e.g. Was the topic extremely valuable...moderately valuable...not at all valuable?)

3. observation guides - instruments which provide an individual with clues as to what to look for when that person is physically present at an activity and is responsible for measuring the value of that activity.

4. attitude scales - instruments which measure on a continuum an individual's feeling or predisposition toward the topics, resource persons, or materials used during the activity; used as a basis for determining the value or benefit derived from participating in the activity.

5. opinionnaires - instruments for collecting information about individual perceptions of the value of topics, resource persons, materials, etc.

It is important that the planner have a rationale for each question asked, as well as a scheme for analyzing information collected. This helps

limit the problem of collecting irrelevant information for which there is no procedure to analyze the data.

How to Analyze Findings and What Is Reported

The data analysis techniques used, whether quantitative (percentages and correlations) or qualitative (content analysis), are dependent upon the audience that will receive the information, the type of information to be analyzed, and the resources available to conduct the analysis.

If the questions are properly developed, the program evaluation will allow the planner to report both descriptions and judgments about particular activities. Descriptions include what types of individuals participated, what the goals and objectives of the individuals were, what the outcomes or impacts of the activities were on the part-time community college faculty members. The planner(s) should also be able to make judgments on discrepancies, if any, between intended and actual outcomes and how these activities compare with others of a similar nature that were successful.

What Formats Can Be Used in Reporting Evaluation Findings?

The planner should consider the audience that will receive the information, the format in which the information will be presented, and the setting most appropriate for the audience. For some audiences, a hand-written report would be most suitable; but for others, a more formal approach might be equally valuable -- such as using a panel of

part-time faculty members to discuss the findings in a forum. The evaluation design may require the evaluators to develop a series of recommendations or next steps to be taken, or the judgment on the important issues to report may be the function of a committee of part-time faculty members planning future activities.

Working with a particular audience that will review the information, the planner should test the desirability of using certain alternative methods for reporting the findings. These methods include the following:

1. case study - description based on observations of a single professional development activity and its worth;
2. portrayal - a comprehensive description of program presented to an audience so they can judge the worth of the program;
3. charts - use of bar or line graphs to report findings;
4. simulations - imitations of various events that occurred during professional development program to allow the audience to judge the worth of the activity;
5. testimonials - individual personal accounts as to the worth of a program;
6. executive summary - brief summary of major evaluation findings and their implications.

Conclusion

Evaluation is typically the process in the development of educational activities that gets the least attention but is potentially of the most value. Evaluation is essential for maintaining or improving the quality of professional development activities. It serves to provide the educational planner with information to improve programs and the program participant with feedback on progress towards improved performance.

A Plan For Supervision Of Community College Part-Time Faculty Members

PREPARED BY:

Office of Continuing Education and Public Service
and
Department of Vocational and Technical Education
University of Illinois at Urbana-Champaign

Project RD5-88-566
In-Service Education Programs for Part-Time Community College Faculty
Department of Adult Vocational and Technical Education
Illinois Office of Education
State Board of Education

LEGAL REQUIREMENTS

The following are legal memoranda extracted from two pending legislative bills in California which pertain to the definition and use of part-time instructors in community college systems. (The number in parenthesis refers to the Assembly or Senate Bill and its respective numbers.)

1. An individual employed for five semesters or seven quarters within five calendar years may become a "continuing part-time employee." (SB 1365)

2. An individual employed as a "continuing part-time employee" may be required to perform a full range of academic services consistent with the percentage of their teaching load. (SB 1365)

3. There are allowances made to hire short-term substitutes who do not have reemployment rights. (SB 1365)

4. There would be pro rata pay for those with more than five years of service who provide a full range of academic services. (AB 2571)

5. There will be a one course overload limit for full-time faculty members, with exceptions where no other part-time staff is available possessing the necessary expertise. (SB 1365, AB 2571)

6. Evaluation will be required at least once every two years for continuing part-time employees. (SB 1365)

7. An acceptable sequence to layoff faculty with part-time assignments will be introduced, starting with those having overload assignments and moving to full-time employees. (SB 1365)

8. A probationary period is allowed during the first four semesters or six quarters within five calendar years. (SB 1365)

Implications:

As it exists, the situation in California does not present an immediate concern to Illinois community college administrators, but it is one to consider. There is a possibility that California legislation could be duplicated in Illinois. For that reason, the pending California legislation is presented. Note that:

1. Categories of part-time faculty members may have to be defined, including the possibility of one category for tenured or continuing part-time faculty members.

2. It may be possible to redefine and increase the part-time faculty member's responsibilities.

3. The amount of overload teaching allowed to full-time employees may be limited to one course per term.

4. More extensive personnel records will have to be kept.

5. Regular communication with boards of trustees on matters relating to part-time faculty will become increasingly important.

6. With increased personnel classification, differing pay schedules, and the need to account for the percentage of teaching being done, more of an administrator's time will be demanded to coordinate this process.

PERSONNEL POLICIES AND PRACTICES

It is quite evident that the logistics of utilizing part-time faculty warrant a significant portion of administrative time. This section of the Plan presents a list of desirable personnel policies and practices. Some of these are in effect at several community colleges in Illinois. In parenthesis next to those policies or practices is the name of college(s) doing it.

Personnel Practices for Part-Time Personnel Currently in Effect:

1. The following general information on the institution usually is provided in a faculty/staff handbook.

   a. General expectations concerning part-time faculty member performance, e.g., how many classes are to be taught, when grades must be submitted, if attendance should be taken.

   b. Statements concerning academic freedom.

   c. A list of the qualifications of part-time faculty members, e.g., is a college degree or training certificate required, how much experience should the faculty member have.

   d. The hiring procedure, e.g., what is required on the application form, how is the application processed, who decides which candidates are hired.

   e. The role evaluation plays, how it is to be carried out and its relationship to continuing employment.

   f. A statement of the limit on the number of hours a part-time faculty member may teach. (Illinois Central College)

   g. Professional duties, e.g., should office hours be held, is the instructor expected to counsel the students.

   h. Payroll and salary information, e.g., when is the faculty paid, how does the instructor receive the payment, how does the part-timer advance on the pay scale.

   i. Fringe benefits, if any, e.g., hospitalization, bookstore privileges, insurance plan, workman's compensation.

j. Substitution procedures, e.g., who is responsible for hiring and paying substitutes, who should instructors notify if they are to miss a class session, how much advance notice of absense is needed or required.

k. Eligibility under Workman's Compensation Act (including what is not covered under the Act).

2. Affirmative action and nondiscriminatory statements are necessary in general policies, in special materials for part-time staff, in application material and on letters of appointment. (Required by law)

3. The application forms provide basic information on part-time faculty members. Transcripts and letters of recommendation may also be required.

4. A concise letter of intent to hire is sent to the part-time faculty member listing specific duties, rights, length of employment, and appropriate disclaimers dealing with such points as rights of reemployment or cancellation of a class. (Southeastern Illinois College and others).

Important Areas to Make Explicit

Part-Time Faculty Member Responsibilities:

1. Procedures for determining how a department or division head makes a hiring decision should be standardized, e.g., general and specific job requirements established, procedure for hiring outlined, how the application is processed determined.

2. What kind of representation, if any, does the part-time personnel have on institutional decision making bodies? Do they have the same rights as full-time faculty members?

3. What responsibilities does the part-timer have with regards to committee services?

4. What student advisement responsibilities do the part-time faculty members have?

5. What are the responsibilities of the part-time faculty member when they are to be absent from class? Who should they notify? When does notification of absence need to be made known? How is payment of the substitute teacher negotiated? (It is extremely important that the faculty member understand the college's liability when not informed of a substitute teacher in a classroom.)

Hiring and Dismissal:

1. What are the exact qualifications and minimum standards for hiring a part-time faculty member?

2. How and when are positions advertised and filled? (Richland Community College)

3. What kind of applicant pool will be kept and monitored to comply with affirmative action requirements? How are the applicants recruited?

4. How are decisions made on assignment of classes, either on an overload basis to full-time faculty members or to part-time

faculty members? Of these groups, who has the first right of refusal?

5. Is there a clear procedure for dismissing a part-time faculty member for suitable cause?

Benefits and Services:

1. What, if any, fringe benefits should be provided for part-time personnel? Are the assignment of mailboxes, classroom supplies, parking permits, and leave time considered fringe benefits? Do different adjunct faculty have different needs for fringe benefits.

2. What, if any, rank system exists? What is its base? How is rank assigned to part-time personnel? What is the relationship between rank, pay, professional development participation, and evaluation? (Illinois Central College, Black Hawk College)

3. What is the pay scale range? How does the part-time instructor advance on the scale? Is the policy to be uniform through all programs, or is there flexibility to respond to market needs?

4. What professional development activities, if any, can be required of part-time staff? Should such activities be voluntary or mandatory? If they are mandatory, who should take chare of recording attendance? Should the staff be compensated for their participation?

5. If part-time faculty are evaluated, should the evaluation of instruction information be included in the personnel files? Is evaluation consistent throughout the institution, including outreach or extension centers?

6. Is there funding provided for part-time members to attend professional meetings?

7. Which part-time members, if any, are eligible for unemployment compensation?

8. If new policies are instituted, when should the institution notify the part-time faculty, and how long do they have before complying with the new policy?

Other Areas:

1. Should the same kind of personnel records be kept for the part-time faculty as is kept for the full-time faculty members?

2. How flexible can a college's personnel policies be?

STAFF DEVELOPMENT ACTIVITIES

Staff development for part-time faculty members can be thought of as a three stage effort. The first stage is orientation to provide the part-time faculty member with information on the goals and missions of the community college and provide details of the institution's daily operation. The second, during the initial period of employment is designed for those who have instructed one to three terms. The goal of this stage is to help the instructor become more effective as an instructor. The third stage, on-going programs, is designed to maintain the motivation of instructors who have taught more than three terms.

The following are programs currently offered in many Illinois community colleges, along with additional professional development strategies used in other parts of the country.

	CUSTOMARY	POSSIBLE ALTERNATIVES
NTATION	1) Instructor development sessions conducted twice a year. Attendance may or may not be required. 2) Information and teaching tips in a handbook or handbook form. This is best when in a loose leaf form to make periodic updating easier. (Richland Community College) 3) Administering a survey to identify specific instructional needs of part-time staff and determine what could be planned to satisfy those needs. This is best done at the departmental level. 4) Inviting part-time faculty to activities planned for the full-time faculty.	1) A pre-service training institute might be required before a new faculty member begins teaching. Such a session may be held for all instructors by division. Such a group meeting for new staff members can be successful because the group has common concerns and curiosities about the institution. 2) A slide series explaining the college, staff and department function (Richland Community College) 3) Workshops detailing the services the college provides and offering the part-timer the opportunity to use the services more effectively. 4) Brief visits to the classroom by supervisors or full-time faculty to help the part-timer focus on one or two areas where help may be needed. 5) A joint initial session with full-time and part-time staff to begin establishing improved working relationships.

	CUSTOMARY	POSSIBLE ALTERNATIVES
INITIAL	1) A handbook for part-time faculty members is provided. 2) The most commonly asked questions are identified, answers provided, and results are circulated as a supplement to the handbook. 3) Discussions or seminars are conducted on an individual basis with a supervising administrator. 4) Part-time instructors are invited to activities planned for full-time staff.	1) A buddy system can be established. Each part-time instructor can be paired with a full-time faculty member The success will depend on the attitud of the full-time faculty member toward his/her part-time colleague. (Olney Central College) 2) Each part-time faculty member could develop his/her own personal growth plan and implement it with assistance from the college. 3) Highly focused, one topic workshops could be held. The part-time faculty should be encouraged to provide mini-workshops in their area of interest. 4) The same seminar may be presented on three different dates and times to allow more part-time faculty to attend. These sessions could also be recorded on video or audio cassette for use by part-time faculty at some future date. 5) Learning packets or modules on specific topics can be prepared by supervisors for use by individual instructors. Examples of topics are adult development characteristics, improving instruction, and evaluating students. (Carl Sandburg College) 6) Cassette tapes could be prepared on specific topics. The tapes may be used at the part-time staff's convenience. Tapes could focus on identified needs of the faculty. 8) The departments could emphasize how the learning center may be used t assist students. New instructional techniques can be shown through demonstrations. 7) Papers on the development needs of part-time faculty members could be circulated to prompt discussion at the department or division level.

	CUSTOMARY	POSSIBLE ALTERNATIVES
ONGOING	1) Revised handbook distributed to part-time faculty. 2) Part-time instructors are allowed to attend state/national conferences. 3) Newsletters are published, including topics of current interest to the staff. 4) Part-time faculty are invited to activities for full-time staff.	1) An advisory committee, with part-time staff represented, can be formed to plan and promote staff development. 2) A person could be employed specifically to conduct and plan developmental activities. (Lincoln Land Community College) 3) The role of the division chairperson can be increased. The instructional office remains open in the evenings staffed by division chairpersons who rotate the duty. (Richland Community College) 4) Supervisors can serve as a resource on specific topic areas for part-time staff. 5) Full-time faculty members can serve as paid supervisors for part-time instructors. (Joliet Junior College, Elgin Community College) 6) Informal coffees can be held throughout the school year for part-time faculty, supervisors, and division chairpersons. 7) Meetings or informal-get-togethers can be held for experienced part-time faculty members to discuss their specific interests and needs. Programs are then planned to meet these needs. 8) Evaluations of part-time staff can be used to plan further development programs. 9) Relevant new material (particularly on instructional techniques) can be provided in written form, in brief meetings, face-to-face, or on the telephone. 10) Independent study units might be offered. These should be arranged between the part-time faculty member and the division or department head.

(continued on the next page)

NGOING (CONTINUED)		11) Conference phone calls could be planned between discussion facilitators and one to six part-time instructors to discuss issues or concerns. 12) The part-time faculty member could be integrated into the divisiona structure and participate in team building, planning, and decision making. Division meetings would need to be scheduled to accommodate the part-time faculty person. 13) Written materials and cassette tapes should be used to provide information that the part-time faculty can study independently. 14) The completion of development activities could be a requisite for advancement to senior faculty status and a higher income allotment.

EVALUATION

A primary goal of all community college instructional personnel is to improve the quality of teaching. Both formative and summative evaluation are important to this improvement. Evaluation should not simply criticize or judge the instruction; it should be designed to develop the instructor into an effective faculty member.

There is no "best" method of evaluation. Evaluation methods need to be designed to meet the needs of the individual institution. The following are examples of procedures used in community colleges in Illinois and other parts of the country. It should be noted, though, that innovative evaluation practices will require a heavy financial and staff commitment by the institution.

Evaluation

	CUSTOMARY	POSSIBLE ALTERNATIVES
Initial	1. Classroom visits, conducted at least once each quarter or semester.	1. Student evaluation can be summarized and interpreted by administrators and sent to instructor & division heads. The division heads can then meet with the part time faculty member.
	2. Written evaluation sent to instructor.	2. Self assessment. Once each year faculty members can evaluate themselves and discuss it with a full-time faculty member or division head.
	3. Conference held with part-time instructor to discuss identified strengths and weaknesses.	3. Peer review. Periodically a full-time faculty member can evaluate the part-time faculty member.
	4. Problems handled on an individual basis - most through complaints, especially from extension centers.	4. A committee of full- and part-time faculty plus supervisory staff can meet regularly to develop and monitor evaluation strategies.
	5. Students "vote with their feet." Instructors teaching high enrollment classes are considered good teachers.	5. Records can be kept for rehiring and pay purposes. The records may include information relating to courses taught, experiences, participation in college-related activities, evaluation of institution, etc.

	TRADITIONAL	POSSIBLE ALTERNATIVES
Ongoing	1. Same as initial phase. 2. The same form used for full-time faculty is often used for part-time faculty members.	1. Evaluation systems established elsewhere can be used. For instance, those developed at Purdue University, University of Illinois (CEQ/IES), or other community colleges. 2. An annual resume of professional activity professional activity might be required. 3. Evaluation records can be continually updated to monitor improvements or declines in performance. 4. The evaluation might focus on one or two specific part-time faculty functions, combined with development activities. 5. The administrative head of the part-time faculty members can view his/her role in evaluation as facilitating improvement and growth. He/she would understand the importance of selling the desire to be a better instructor.(Lincoln Land Community College) 6. Full- and part-time faculty members can dialogue with the former, providing constructive criticism. 7. Full-time faculty members are employed to supervise and to meet with part-time instructors. (Joliet) 8. Experienced part-time faculty members could be employed to supervise other part-timers in their specific fields. 9. Release time could be provided for the division heads to observe extension centers and meet with part-time faculty who teach there. 10. Informal contacts with other full- and part-time faculty instructors, administrators, and department and division heads can be arranged believing that they may be the primary means of motivating and evaluating part-time instructors. 11. Creative combination of several of these evaluation approaches can be provided to suit specific institutional necessities.

PROGRAMS, RESOURCES, SERVICES

This section of the handbook is meant to provide examples of programs, resources, and services available that will assist in planning professional development activities for community college part-time faculty members. Examples of programs are orientation sessions and topical workshops; examples of resources are handbooks, teaching guides, and possible sources of funding; examples of services are those provided by a California clearinghouse and training center. To further help those who use this handbook, names of individuals to contact for more information have been included when possible. When new programs, resources, or services are identified, it is intended that those new items will be mailed to handbook users for insertion into this section. Individual community colleges also may wish to add to this section as local professional development activities are conducted.

For each entry, information is provided about: type and length, general content, special planning concerns to note, names of resource people familiar with the specific entry, and suggested methods of evaluation. Unless otherwise indicated, all methods of evaluation recommended are the suggestions of the project staff as to <u>possible</u> forms of evaluation for the given activity. These suggestions are <u>not the only</u> forms of evaluation that may be used to assess the activity. The evaluation of any program, resource, or service is highly dependent upon the objectives set by those planning the professional development activity and by the audience making the request for the evaluation.

PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College
Part-Time Faculty Members

Programs, Resources, Services
Orientation
June, 1977

TYPE OF PROGRAM: Orientation

LENGTH OF PROGRAM: Minimum - two to three hours
Maximum -day-long workshop

GENERAL CONTENT: Introduction to the College, to key personnel, to the philosophy and procedures used locally. Information about expectations from part-time faculty in their roles and about benefits and services available to part-time faculty from the college to help them in performing their roles. Informal question-and-answer period throughout is most useful.

PLANNING PROCESS/ SPECIAL CONCERNS: Key administrators, deans and division heads, some current part-time faculty, a staff development officer could comprise planning committee. Attention must be given to individual assignment of responsibilities, to the material to be covered, to recruitment of speakers and resource persons, to the time of the month, to the time of day, to the amount of total time allotted for each activity, to room arrangements. At least two planning meetings should be anticipated. The first would cover broad, general assignments and details; the second (or last) should be held fairly close to the orientation to be sure last-minute details have all been attended to. Depending on scheduling at local community college, a repeat of the orientation may be necessary for part-time faculty members who cannot attend if a single session is held.

SUGGESTED RESOURCE PEOPLE: Frank Adams
Dean of Public Services
Lake Land College
South Route 45
Mattoon, Illinois

Dwight E. Davis
Executive Vice President
for Instructional Services
Joliet Junior College
1216 Houbolt Avenue
Joliet, Illinois

Charles F. Falk, Dean
Continuing Education
William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois

Edith B. Gauger
Assistant to the President
Oakton Community College
7900 North Nagle
Morton Grove, Illinois

Lon A. Gault
Dean of Instruction
College of DuPage
Glen Ellyn, Illinois

Thomas A. Juravich
Executive Vice President
Lewis and Clark Community College
Godfrey, Illinois

Byron E. Kee
Dean of Instruction
Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois

Maurice J. Lemoine
Assistant to the President
Triton College
2000 Fifth Avenue
River Grove, Illinois

PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College
Part-Time Faculty Members

Programs, Resources, Services
Orientation
June, 1977

Robert D. Rose
Assistant Dean of Instruction
Richland Community College
100 North Water Street
Decatur, Illinois

Roy J. Wright
Administrative Assistant for
Instructional Services
Illinois Central College
Route 24, Box 2400
East Peoria, Illinois

METHOD(S) OF EVALUATION: Participant reaction at conclusion of orientation; dependent upon content and objectives of specific situation.

TYPE OF PROGRAM:	"Buddy System" Grouped by "Clusters"
LENGTH OF PROGRAM:	Duration of Academic Year
GENERAL CONTENT:	The "Buddy System" groups full and part-time faculty members in clusters <u>across</u> disciplines rather than <u>by</u> disciplines. The cluster is led by a "Cluster Dean." In addition to participating in total college professional development activities, the "cluster" schedules and holds its own sessions based on faculty needs, discussion of disciplines, supply of support services to "cluster", budget requests, grading policies, student evaluations, part-time faculty preferences for teaching during next semester, etc.
PLANNING PROCESS/ SPECIAL CONCERNS:	Key administrators, representative full and part-time faculty should participate in initial and ongoing planning. Number of planning sessions specific to desired activity of individual "cluster" and of preferences of "buddy" groups.
SUGGESTED RESOURCE PEOPLE:	Edith B. Gauger Assistant to the President Oakton Community College 7900 North Nagle Morton Grove, Illinois
METHOD(S) OF EVALUATION:	Participant reaction; supervisor's evaluation

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For Community College
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Programs, Resources, Services
Student Evaluation
June, 1977

TYPE OF PROGRAM:	Student Evaluation
LENGTH OF PROGRAM:	Suggested at beginning and/or mid and/or end of semester/quarter/year
GENERAL CONTENT:	Content will be determined by qualities valued at specific community college but would include such broad categories as subject-matter competence, ability to communicate with students, methods of teaching, adequacy of tests, etc.
PLANNING PROCESS/ SPECIAL CONCERNS:	Key administrators, deans, division heads -- suggested part-time faculty -- may be involved in developing evaluation instrument and in interpreting results. Number of planning meetings highly situation specific.
SUGGESTED RESOURCE PEOPLE:	Edith B. Gauger Assistant to the President Oakton Community College 7900 North Nagle Morton Grove, Illinois Charles F. Falk, Dean Continuing Education William Rainey Harper College Algonquin and Roselle Roads Palatine, Illinois Robert D. Rose Assistant Dean of Instruction Richland Community College 100 North Water Street Decatur, Illinois
METHOD(S) OF EVALUATION:	Sample forms may be available from above resource people. Highly dependent upon objectives valued by adminstration and planning committee of community college.

TYPE OF PROGRAM:	Administrative/Peer Review
LENGTH OF PROGRAM:	Periodic Review Throughout Teaching Tenure
GENERAL CONTENT:	Classroom visitation, dean, division head, or peer review followed by written evaluation sent to part-time faculty member. In two weeks a conference would be scheduled between administrative reviewer and part-time faculty member to discuss the latter's strengths and weaknesses.
PLANNING PROCESS/ SPECIAL CONCERNS:	Academic administrators and unit heads as well as individuals selected for peer review should give special attention to the evaluation instrument (see evaluation section for samples). Administrative or peer evaluation may be threatening to part-time faculty members. It should be approached in a tactful, positive way which emphasizes that the desired result is professional growth for the individual. Those who plan administrative and peer evaluation may have to hold several meetings depending on the specific objectives of the evaluation, community college needs, and the time and money available for such evaluations.
SUGGESTED RESOURCE PEOPLE:	Charles F. Falk, Dean Continuing Education William Rainey Harper College Algonquin and Roselle Roads Palatine, Illinois
METHOD(S) OF EVALUATION:	Observation guides; student evaluation.

TYPE OF PROGRAM: Topical Workshops

LENGTH OF PROGRAM: If the topic is part of a session devoted to more than one related issue, a minimum of one hour might be allotted to a single topic; if the session is to deal with a single topic in a variety of ways (for instance, a film followed by small group discussion, role playing, etc. with a summary at the end of the workshop) a maximum of three hours might be allotted to a single topic.

GENERAL CONTENT/ SPECIAL CONCERNS: Indicated by Following Topics

1. Goals and Objectives in the Classroom
2. Self Evaluation
3. Discussion and Interaction Techniques
4. Inquiry, Questioning, and Logical Reasoning
5. Individualized Instruction
6. Use of Computers to Assist in Testing
7. Student Motivation
8. Use of Campus Audio-Visual Aids
9. Registration, Grading, and Record Keeping
10. Learning Resources Center Services
11. Heterogeneity of Student Population
12. Helping Students Establish Goals
13. Alternative Modes of Teaching and Learning
14. Modern Adult Education
15. Developmental Learning
16. Continuing Education for Senior Citizens
17. What Is Staff Development?
18. Effective Lecture Techniques
19. How to Develop Lesson Plans
20. How to Handle Discipline Problems
21. How to Conduct the First Class Meeting
22. Teaching Content and Teaching Students
23. How to Develop Tests and Examinations
24. The History and Role of the Community College
25. Using the Library as a Resource
26. Guidance and Counseling/Your Role
27. College Philosophy and Objectives

It is important in planning for the most effective learning of content within the above topical areas that those who participate in the workshops be given the opportunity to internalize the concepts. They need to see material related to the topic and have a chance to work with that material. For instance, the chance to develop a lesson plan, to set up audio-visual equipment, to try out different approaches to a learning problem, to perhaps take a tour of the library or the learning resource center. They need to do more during a workshop than just sit and listen to someone talk.

SUGGESTED RESOURCE PEOPLE:

Charles F. Falk, Dean
Continuing Education
William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois

Edith B. Gauger
Assistant to the President
Oakton Community College
7900 North Nagle
Morton Grove, Illinois

Maurice J. Lemoine
Assistant to the President
Triton College
2000 Fifth Avenue
River Grove, Illinois

Mike Slaughter and Jim Finch
Illinois Central College
Route 24, Box 2400
East Peoria, Illinois

METHOD(S) OF EVALUATION:

Highly dependent upon topic and objectives of workshop; could use any method suggested in evaluation section of handbook, but pre- post-test and participant reaction are likely methods. A pre-test and a post-test would let both participants and program planners determine the amount of learning that had occurred during the workshop.

TYPE OF PROGRAM:	Videotape of Any Professional Development Activity Dealing With More Effective Teaching
LENGTH OF PROGRAM:	One to two hours
GENERAL CONTENT/ PLANNING PROCESS/ SPECIAL CONCERNS:	Key adminstrator(s), part-time faculty advisory committee, and resource person(s) familiar with videotaping may need from two to four planning sessions. Attention should be given to the kind of use to be made of videotaped material: Will situations be taken from "real" settings and used as a springboard for peer discussion? Will session or series of sessions role-play being a teacher or being a counselor and follow the role-playing by a discussion and re-play of situation by the same/or other individuals? Careful organization, goals, objectives, consideration to timing (day, hour, length), sensititivity to personal constraints of participants are requisite for this type of program. Possible areas for group discussion following videotape viewing include: relationships with students, communication, instructional strategies, content, self-concept of the instructor, alternative methods of teaching.
SUGGESTED RESOURCE PEOPLE:	Community College Audio-Visual Specialists; ERIC Document: ED 081 411/JC 730 195 used in Community College Faculty Development UCLA brief overview.
METHOD(S) OF EVALUATION:	Use of participant reaction form. Practical exercises demonstrating use of equipment.

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For Community College
Part-Time Faculty Members

Programs, Resources, Services
A Systems Approach to Learning
June, 1977

TYPE OF PROGRAM:	A Systems Approach To Learning: Pre-Service Community College Faculty Program
LENGTH OF PROGRAM:	Original Scheduled for Two Weeks; Modified to Day-Long Session for Part-Time Faculty
GENERAL CONTENT/ PLANNING PROCESS/ SPECIAL CONCERNS:	Planning for program would involve key administrators, division heads, resource persons familiar with learning objectives and systems approach. At least four planning meetings suggested, continuing review and evaluation by committee members recommended. After participation, part-time faculty may join and assist advisory committee with future program planning. Strongly recommend reference to ERIC document: ED 073 747/JC 730 054. Appendices contain complete schedules, sample pre-post tests, objectives, and evaluation forms. Annotated bibliography included up to 1972 entry.
SUGGESTED RESOURCE PEOPLE:	Project Director -- Dr. James O. Hammons National Laboratory for Higher Education Mutual Plaza Durham, North Carolina Individuals from the community college who are knowledgeable about an educational systems approach.
METHOD(S) OF EVALUATION:	Included in document: attitudinal questionnaire, participant evaluation of personal value and event quality, feedback survey form, North Carolina Office of Education participant information and evaluation form.

TYPE OF PROGRAM:	Thematic Programs On The Same Topic Developed Throughout The Year By A Series Of Activities
LENGTH OF PROGRAM:	Theme Selected Lasts Throughout Academic Year
GENERAL CONTENT/ PLANNING PROCESS/ SPECIAL CONCERNS:	Key administrator(s), unit heads, and part-time faculty might base selection of a theme on needs identified by local community college part-time faculty. Then all activities during the academic year would be linked by a central theme such as Alternative Teaching Techniques, Meeting Student Needs, Learning To Use All The Resources Available At The Specific Community College, etc. Thematic unity throughout professional development activities could provide continuity to what might appear to be sporadic attempts to meet part-time faculty needs. Depending on the activities selected, usual attention to recruiting resource people, time, location, duration, and method of delivery would be required by those who are responsible for professional development activities.
SUGGESTED RESOURCE PEOPLE:	These people will come from the college and elsewhere once the theme is selected.
METHOD(S) OF EVALUATION:	Participant and committee assessment of effectiveness of such an approach could be incorporated into nearly every evaluation format.

TYPE OF PROGRAM:	Individual Part-Time Faculty Member's Plan Of Professional Renewal
LENGTH OF PROGRAM:	Lifetime of Professional
GENERAL CONTENT/ PLANNING PROCESS/ SPECIAL CONCERNS;	Key administrator(s), unit heads, part-time faculty advisory committee should encourage plans of individual renewal for each part-time faculty member in the community college. Individualized self assessment may be coupled with any other form of professional development. If a community college unit decides to use individual plans of professional renewal, the part-time faculty members could submit their individual plans to the unit head. As initial plans for personal professional growth are met, periodic revisions by the part-time faculty member may be submitted. Such individualized approaches should be planned for at least a semester's time or for the entire academic year. Review of individual plans for professional growth might become a part of departmental, unit, "cluster or buddy" agendas.
SUGGESTED RESOURCE PEOPLE:	
METHOD(S) OF EVALUATION:	Administrative, peer, student, self evaluation are all appropriate.

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For Community College
Part-Time Facutly Members

Programs, Resources, Services
Credit and Credentialing
June, 1977

TYPE OF PROGRAM:	Granting University Credit Or State Credentials To Those Who Complete An Approved Series Of Professional Development Activities
LENGTH OF PROGRAM:	Series May Last As Long As Required Learning Modules Are Offered (California, Arizona, Nevada Illustrations Range From Two Days To One Academic Semester)
GENERAL CONTENT/ PLANNING PROCESS/ SPECIAL CONCERNS:	Consultation and coordination between State credentialing agency, between institution offering university credit, and between individual community college personnel is requisite. Course offerings must be determined. Illustrative in ERIC document (Lombardi, UCLA, 1976/ED 116 732/JC 760 050) are the following: philosophy, history, governance, finance, curricula, innovative instruction, and students of contemporary postsecondary education. Competencies required of participants in a second similar program include the ability to: analyze one's occupational field and describe the competencies of successful workers; list in a given occupational course all the measurable competencies of a "completing" student; list the criteria for acceptable performance in each competency and how these relate to course grades; list and establish a basis for judging those unmeasurable competencies considered significant in the course; design tests to assess skills and knowledge needed; confer with students and give pre-tests to determine individual needs; design a term project on an individualized basis outside class experience; prepare a course outline; make out-of-class preparation requirement assignment list for a given course; utilize five types of lessons in preparing ten different lesson plans; prepare and teach a sample lesson in one's own subject field.

PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College
Part-Time Faculty Members

Programs, Resources, Services
Credit and Credentialing
June, 1977

SUGGESTED RESOURCE PEOPLE:

Dr. Virgil D. Hoover
Director Training and Staff Development
Maricopa County Community College District
Maricopa, Arizona

Dr. Milo P. Johnson
Superintendent and President
Mt. San Jacinto College District
San Jacinto, California

METHOD(S) OF EVALUATION:

Highly dependent upon type of programs developed, objectives, situation, and context of offerings.

TYPE OF PROGRAM:	"Catalytic" Summer Workshops For Selected Part-Time Community College Faculty
LENGTH OF PROGRAM:	Two to Four Weeks
GENERAL CONTENT/ PLANNING PROCESS/ SPECIAL CONCERNS:	Planning for this activity would require coordination between a central university and those community colleges that wish to select a "catalyst" from the ranks of part-time faculty. Long-range planning efforts should begin in the fall leading toward a summer workshop during which the "catalysts", representing community colleges who chose to participate, would spend an intensive session in professional development activities. Each person would then be expected to return to the community college in the fall and help effect similar professional development activities for local part-time faculty members. Length of session would depend upon topics covered. Specific reference is suggested to ERIC document ED 118 168/JC 760 094 (Preus and Williams, 1975).
SUGGESTED RESOURCE PEOPLE:	Key local community college administrators, central university faculty who might provide content and procedural leadership for such catalytic workshops, representatives of state agencies involved in assisting such workshops.
METHOD(S) OF EVALUATION:	Highly situation specific. Depends on content of workshops and audience to receive evaluation information.

PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College
Part-Time Faculty Members

Programs, Resources, Services
Improved Teaching Approaches
June, 1977

TYPE OF RESOURCE: Four Supplemental Issues of Change Magazine Devoted Solely To Improved Teaching Approaches

LENGTH OF RESOURCE: Each Issue Is Estimated At About 64 Pages (50,000 copies of each issue available)

GENERAL CONTENT/ SPECIAL CONCERNS: Each issue devoted to "cross fertilization of effective teaching practices" among major teaching disciplines. Includes two or three cases of effective practice in various disciplines and cross-referenced index to encourage consideration of additional approaches by readers. Primary audiences: faculties, academic deans, provosts, professional associations. NO CHARGE FOR FOUR ISSUES. Issues could be circulated or kept in a central reference location and listed as part of professional development readings suggested for individual growth. The value of this material would be to stimulate the thinking of those interested in professional development of part-time faculty members -- specifically related to different approaches to teaching used in a number of different disciplines.

SUGGESTED RESOURCE PEOPLE: Project Director --
L. Richard Meeth
Educational Change
NBW Tower
New Rochelle, New York 10801
(914) 235-8700

METHOD(S) OF EVALUATION: If a college decides to obtain this material and circulate it, a short form which users fill out can help evaluate the various parts. This is fairly standard in material evaluation. The results of the evaluation can be circulated to help other potential users.

TYPE OF RESOURCE: Part-Time Teacher's Guide

LENGTH OF RESOURCE:

GENERAL CONTENT/
SPECIAL CONCERNS: Teaching Tips for Part-Time Teachers
(Second Edition) by Professor V. L. Taylor.
Lincoln Land Community College
3865 South Sixth Street
Frontage Road
Springfield, Illinois 62700

SUGGESTED RESOURSE
PEOPLE: (Not Applicable)

METHOD(S) OF
EVALUATION: (Not Applicable)

TYPE OF RESOURCE: Evaluation Handbook

LENGTH OF RESOURCE:

GENERAL CONTENT/
SPECIAL CONCERNS: Evaluating Occupational Education and Training Programs (A Handbook) by Tim L. Wentling and Tom E. Lawson, Allyn and Bacon, Inc., Longwood Division, 470 Atlantic Avenue, Boston, Mass. 02210 (Cost: $11.95)

SUGGESTED RESOURCE
PEOPLE: (Not Applicable)

METHOD(S) OF
EVALUATION: (Not Applicable)

PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College
Part-Time Faculty Members

Programs, Resources, Services
Handbooks
June, 1977

TYPE OF RESOURCE: Part-Time Community College Faculty Handbook

LENGTH OF RESOURCE: Length of Handbook Determined By Content; Topics Selected Should Be Relevant To Each College But Easily Discarded When Revisions Are Necessary.

GENERAL CONTENT/ PLANNING PROCESS/ SPECIFIC CONCERNS: The planning for a part-time community college faculty handbook involves key administrators who have access to authority and resources which will move such a document forward as efficiently as possible. Further coordination should be made with the advisory committee as drafts of the handbook develop. A single individual, plus staff support, should be delegated coordinating responsibility for developing a handbook. Suggested major sections include, but are not limited to, the following: history and philosophy of the local community college; procedural requirements for hiring, advancement, reassignment and release; procedural requirements related to expected duties -- inside the classroom and in addition to the classroom, if appropriate; general college policies which affect part-time faculty; services, benefits, support available -- where, who, how to access; a section on emergency numbers--who to call, what to do, etc.; if desired, a section to make the general handbook specific to the unit in which the individual part-time faculty member teaches; diagrams, charts, building or campus maps may be useful.

SUGGESTED RESOURCE PEOPLE:

Charles F. Falk, Dean
Continuing Education
William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois

Leigh A. Fiedler, Dean
University-Parallel Programs
Black Hawk College
6600 34th Avenue
Moline, Illinois

PROFESSIONAL DEVELOPMENT HANDBOOK
For Community College
Part-Time Faculty Members

Programs, Resources, Services
Handbooks
June, 1977

Edith B. Gauger
Assistant to the President
Oakton Community College
7900 North Nagle
Morton Grove, Illinois

Any of the above have worked with handbooks to a greater or lesser extent. Additional local community college resource people may be found in English, journalism, business, or personnel departments.

METHOD(S) OF EVALUATION:

User response forms; telephone number(s) to call with any comments, etc.

TYPE OF SERVICE:	Center for Professional Development of All University and College Faculty
LENGTH OF PROGRAM:	Dependent upon need(s) identified
GENERAL CONTENT/ SPECIAL CONCERNS:	Links identified needs with appropriate resource personnel for campus programs; links representatives from various campuses with common problems; secures external financing; monitors and assists nine campus professional development programs. Models of professional development programs include: (1) instructional improvement; (2) deans and department heads involved in organization change; (3) assisting faculty developmentally in personal, instructional, and leadership skills; (4) faculty renewal as a vehicle for institutional renewal. Assists with design, implementation, and evaluation of professional development programs among faculty, campuses, and systems. Also assists with data on faculty motivation, mechanisms of financing, and use of recommended external consultants.
SUGGESTED RESOURCE PEOPLE:	Project Director -- David H. Ost Center for Professional Development California State University and Colleges 400 Golden Shore Long Beach, California 90802 (213) 590-5682
METHOD(S) OF EVALUATION:	(Not Applicable)

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CHARACTERISTICS OF EFFECTIVE INSTRUCTORS
AND
IMPLICATIONS FOR PART-TIME FACULTY MEMBERS

A Working Paper

Prepared by the

Office of Continuing Education and Public Service

and

Department of Vocational and Technical Education

University of Illinois at Urbana-Champaign

Project RD5-B8-566

In-Service Education Programs for Part-Time Community College Faculty

Department of Vocational and Technical Education

Illinois Office of Education

Changing clientele, expanding evening and off-campus programming, plus increasing technological specialization of program offerings has necessitated the use of part-time faculty in community colleges. In 1974 roughly half of the community college faculty taught part-time (14:12). Today part-timers may involve an even greater percentage of the faculty, and this trend is likely to continue.

Using part-time faculty has obvious advantages for the community college. Part-timers are more economical to employ, because they can be hired on an hourly basis and paid only for time spent connected with classroom instruction. And, because these part-time faculty members often have credibility in the community, they can be excellent spokespersons for the community college.

In addition, part-time faculty enable the community college to respond effectively and efficiently to community needs within the limits of available financial resources. Kuhns (13:91) quotes a community college president who claims:

> The regular staff could not provide the services needed in the specialized courses. In these the part-time instructors bring, besides their vocational or management experiences, a considerable prestige to the college, ... and a degree of community interest and interrelatedness, unequalled in many other situations.

Grymes (9:8) agrees, noting that a "community college would be hard-pressed to offer the wealth and variety of programs currently available, were it not for dedicated instruction provided by hundreds of part-time faculty members."

Many courses taught by part-time instructors are not part of the regular college curriculum. Yet they are needed by people in specialty areas or by people who desire to increase their knowledge of new areas.

In spite of these advantages, though, it is important to consider if part-time faculty can develop into effective instructors. This paper claims there is great potential for them to do so. Successful community college instructors are described

as having thorough knowledge of their subject and possessing certain personal traits. For these characteristics evidence is presented which shows effective part-time faculty demonstrate them as well.

Characteristics of effective teachers have too often been implicit. By making them explicit, they can serve as criteria for hiring and evaluating part-time faculty. Individuals judged to possess these characteristics can be hired to teach part-time. Administrators and full-time faculty can then help them develop their potential to be effective instructors.

This paper is aimed toward part-time faculty who prefer to teach part-time, rather than full-time. This category includes faculty members whose full-time work is not in higher or postsecondary education. Examples are housewives, welders, real estate brokers, and lawyers. This paper does not consider those who teach part-time only because they cannot obtain a full-time teaching job. Nor does it include part-time faculty who teach full-time at the community college or at another higher or postsecondary educational institution.

KNOWLEDGE OF SUBJECT MATTER

Obviously, effective instructors must know what they are supposed to teach. Lefforge researched the differences between effective and ineffective instructors. He found that one criteria students used to identify effective instructors was knowledge of the subject matter (17:61).

Part-time faculty will bring this knowledge of subject matter to the teaching situation. Not only do they understand theory, but they can draw on a wealth of practical experience. One community college administrator noted that "practical experiences which the part-time instructor may bring to the classroom is one of his

most valuable assets (13:91)." Another claimed part-time faculty . . .

> ...bring to the job a variety of practical experiences to vitalize the interpretation of the theory. The implementation of theory to their work situation does create a higher student interest...Many students have indicated to us that they do like the part-time teachers from industry, especially if the students themselves are in business and industry. They do prefer these part-time teachers because they feel that the teacher does have a closer contact with business and industry problems and does help to relate the theory to practice very successfully. In some of the regular academic areas, this feature may not be important, but for the technical, engineering, business, and management areas, it is highly important to the student (13:91, 92).

In some areas, then, a part-time faculty member may possess more knowledge of the subject matter than a full-time faculty member.

PERSONAL CHARACTERISTICS

Brawer (16:253) offers six characteristics of successful community college faculty. These characteristics are presented below, along with other literature which lends support to a particular trait. Although these traits were developed for full-time faculty, at least four of them are shown to apply to part-time faculty, as well.

According to Brawer, then, effective faculty members can be described as follows:

1. <u>They enjoy their work</u>. Lefforge's research, cited earlier, supports this characteristic. He found that students described good instructors as enthusiastic. Part-time faculty appear to enjoy their work too. In one study of why part-time faculty teach, two reasons the majority of part-timers mentioned were believing they were "doing something worthwhile" and believing their teaching would "help maintain or increase their knowledge in the discipline (9:43)." Such instructors obviously teach because they enjoy their work.

2. <u>They enjoy people and have the capacity to relate to them</u>. The same study of part-time instructors, cited above, indicates this characteristic also applies to part-time faculty. Another reason for teaching mentioned by the majority of part-time faculty was they enjoy "contact with other persons (9:43)." Lefforge's study relates to this characteristic too. Good instructors, according to students he sampled, were also caring and able to communicate.

Coombs' study of effective and ineffective teachers is consistent with this characteristic as well. He found that good teachers tend to perceive others as able, rather than unable; friendly, rather than unfriendly; worthy, rather than undeserving; internally motivated rather than externally controlled; dependable rather than untrustworthy; and helpful, rather than obstructive. That is, good teachers tended to view others positively. In addition, Coombs found effective teachers were sensitive to the needs and responses of others and could communicate this sensitivity to them (17:61). Thus, good teachers not only enjoyed other people, but could relate to them, as well.

3. <u>They are creative people, willing to innovate and to risk failure while experimenting. They are flexible in approach and will devise many ways to help the student achieve goals</u>. Lefforge's research also supports this characteristic. In addition to ways already mentioned, students described effective teachers as adapting instruction to particular needs of students and developing student self-learning attitudes. Cohen and Brawer (5:221) further claim the effective instructor "adopts particular functions because they suit his personality and the needs of the institution

and people he serves. He adjusts his activities to his effects on his students." He becomes a professional instructor: one who causes learning.

Evidence also exists that part-time instructors are creative people who work hard to help students. Garrison (7:15) perceives them as "student-centered, rather than subject-centered," as sincerely concerned with the problems of teaching students that representian extraordinary range of ability and motivation, and as attempting to serve their constituents through attention to the individual. This concern is shown both in and outside of the classroom. One community college administrator stated that because part-time faculty have experience in situations similar to those faced by students in the working world, "many part-time faculty members in the business world go out of their way to assist students in job changes, securing employment, etc. (13:92)." These instructors spend many hours beyond those for which they are being paid, working with students through individual conferences, group sessions, and appropriate field trips. They provide this extra service, because of a genuine interest in the learning of the individual student.

Furthermore, the experience of teaching part-time helps some individuals develop ideas for their own work. Such individuals use their creativity, both for teaching and for their work. The same community college administrator quoted above stated that teaching "becomes a broadening experience for them, and it helps them to . . .[develop] communication skills and communication techniques that are a valuable asset on their full-time jobs, as well as to keep them in touch with the theory and new developments in their specialty (13:91)."

Two examples of part-time faculty who have broadened themselves through teaching illustrate his claim (8:19). For an applied mathematician

with eight years of work experience and one year of college teaching, "At least two technical reports originated with ideas arising during teaching or preparation for it; these will lead to a patent and published paper." For an industrial engineer with six years work experience and three years as a part-time instructor, "Academic exposure helps to formulate and crystallize research problems."

4. <u>They are reasonably unselfish persons, modest and free from excess ego</u>. Part of Cohen and Brawer's (5:221) description of the effective instructor relates to this characteristic. They claim the mature instructor arranges procedures "so that he tends to judge himself - and to be judged - by his effects." Rather than draw attention to themselves, effective instructors let their influence on students speak for their teaching.

   Part-time faculty also demonstrate this characteristic. Many of them are more interested in the students and in the college than in advancing themselves. Garrison (7:15) perceives them as attempting to serve their constituents through attention to the individual, rather than in advancing their own egos. And, as mentioned earlier, many view their status in the college as a help to the community.

Brawer also presents two other characteristics of effective instructors:

5. <u>They are personally confident and can resolve their own personal problems</u>.

6. <u>They are emotionally stable and mature persons</u>. McKeachies's (17:61) review of research supports this characteristic. He found that successful instructors are able to listen attentively to others, are aware of student reactions, are friendly, permissive and flexible in the classroom, and can explain when and why they criticize students.

The literature did not specifically link part-time faculty with these characteristics. One might hypothesize, though, that since they demonstrated the first four characteristics, they will likely demonstrate the latter two.

This discussion of effective instructors has focused attention on personality. Although other ways of characterizing effective instructors are doubtless possible, Stephens (19:97-98) has emphasized the importance of personality. He claims that being a good teacher depends not so much on what one <u>does</u>, but on what one <u>is</u>.

IMPLICATIONS FOR THE COMMUNITY COLLEGE

Effective instructors have been described as possessing knowledge of subject matter and certain personal characteristics. The relevance of these criteria to part-time community college faculty has been shown. Thus, these criteria can be employed when hiring and evaluating part-time faculty. For instance, administrators should select individuals with expert knowledge of the subject matter. They should also look for indications that these individuals would enjoy their work and would relate well to students. These same criteria can later be used to evaluate their actual performance.

The literature suggests part-time faculty have the potential to develop into effective teachers. Whether this potential is realized may well depend upon their integration into and support from the institution. For effective instruction to occur, cooperation and coordination should be developed between all faculty and administration. The Medsker and Tillery (11:56) study found that "if the staff are not in harmony with the expectations held for the community college, those expectations may not be realized."

At times conflict may develop between full-time and part-time faculty. Full-time faculty may believe they are superior to part-timers because they have more training and experience in education. Part-time faculty, on the other hand, may believe their practical experience and expert knowledge makes them superior.

If such conflict can be resolved, the college will benefit greatly. Harmonious relationships between these two groups enables full-time faculty to share with part-timers what they know about effective teaching approaches. At the same time, part-time faculty can pass along knowledge they have gained through their work. Part-time faculty should have the opportunity to work cooperatively with full-time staff. Department chairpersons can play a key role with these two faculty groups. At the department level they may be able to establish a climate in which full- and part-time faculty work well together. At some community colleges, for instance, full-timers are paired with part-timers according to the subjects they teach. A much stronger system will develop if coordination, cooperation, and mutual respect develop between part-time and full-time staff.

An established professional involvement and long-term commitment from part-time faculty are important. The community college cannot adequately meet the needs of its students without them. Involvement and commitment can be encouraged by the administration. Cohen (17:65) cites a study of faculty acceptance of community college concepts. He concludes that the greater the faculty members believe in the role of the college, the greater is their concern for the students.

Part-time faculty offer many advantages to the community college. They are more economical than full-time faculty and enable the college to respond quickly to community needs. Part-time faculty are often excellent spokespersons for the college in the community. In addition to these advantages, part-time faculty have the potential to be effective classroom instructors. Many have an expert knowledge of their subject. A significant number of them find teaching a very satisfying activity and assist their students in a variety of ways. Thus if part-time faculty can be effectively integrated into the institution, they can be a real asset to the community college.

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